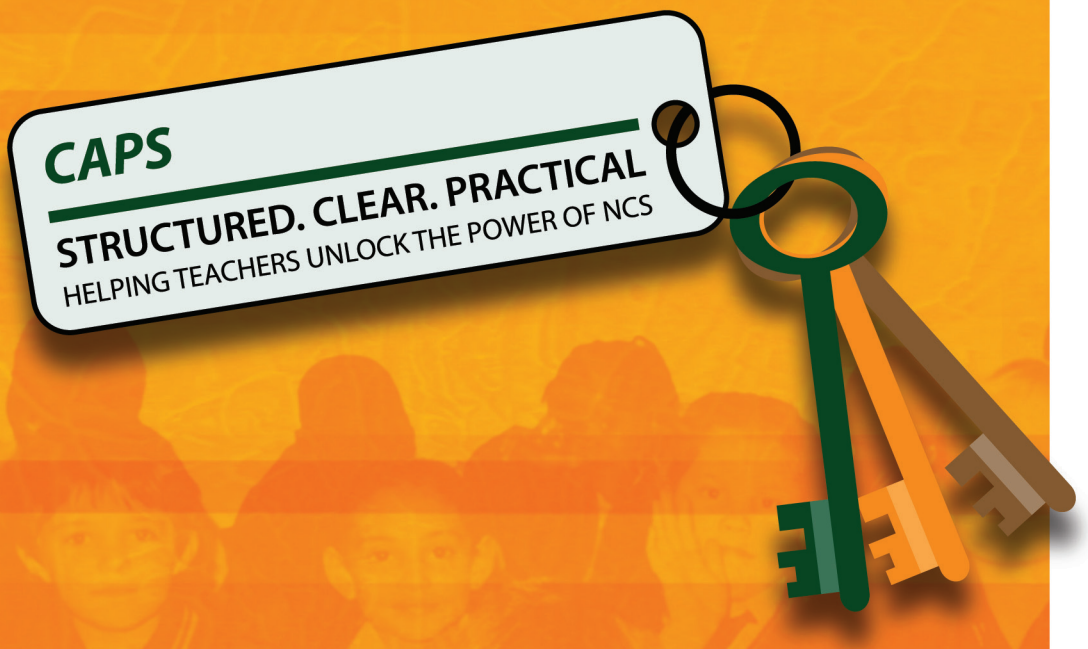
ENGLISH FIRST ADDITIONAL LANGUAGE

National Curriculum Statement (NCS)

Curriculum and Assessment Policy Statement



Foundation Phase
Grades 1-3

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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CURRICULUM AND ASSESSMENT POLICY STATEMENT
GRADES 1-3

ENGLISH FIRST ADDITIONAL LANGUAGE

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FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) to produce this document.

From 2012 the two 2002 curricula, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12.* The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* accordingly replaces the Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines with the

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

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SECTION 1

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENTS FOR ENGLISH FIRST ADITIONAL LANGUAGE GRADES 1-3

1.1 Background

The *National Curriculum Statement Grades R-12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R-12.

1.2 Overview

(a) The *National Curriculum Statement Grades R-12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy Statements for each approved school subject;

(ii) The policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and

(iii) The policy document, National Protocol for Assessment Grades R-12 (January 2012).

(b) The *National Curriculum Statement Grades R-12 (January 2012)* replaces the two current national curricula statements, namely the

(i) Revised National Curriculum Statement Grades R-9, Government Gazette No. 23406 of 31 May 2002, and

(ii) National Curriculum Statement Grades 10-12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.

(c) The national curriculum statements contemplated in subparagraphs b(i) and (ii) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R-12 (January 2012)* during the period 2012-2014:

(i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R-9 and Grades 10-12;

(ii) The policy document, National Policy on assessment and qualifications for schools in the General Education and Training Band, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;

(iii) The policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), promulgated in Government Gazette No.27819 of 20 July 2005;

(iv) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12; and*

(v) *The policy document, An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R-12), promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.=*

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*, and the sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R-12.* It will therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

1.4 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R (HOURS)	GRADES 1-2 (HOURS)	GRADE 3 (HOURS)
Home Language	10	8/7	8/7
First Additional Language		2/3	3/4
Mathematics	7	7	7
Life Skills • Beginning Knowledge • Creative Arts • Physical Education • Personal and Social Well-being	**6** (1) (2) (2) (1)	**6** (1) (2) (2) (1)	**7** (2) (2) (2) (1)
TOTAL	**23**	**23**	**25**

(b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.

(c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades 1-2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.

(d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R-2 and 2 hours as indicated by the hours in brackets for Grade 3.

1.4.2 Intermediate Phase

(a) The instructional time in the Intermediate Phase is as follows:

SUBJECT	HOURS
Home Language	6
First Additional Language	5
Mathematics	6
Natural Sciences and Technology	3,5
Social Sciences	3
Life Skills • Creative Arts • Physical Education • Personal and Social Well-being	**4** (1,5) (1) (1,5)
TOTAL	**27,5**

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

SUBJECT	HOURS
Home Language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	**27,5**

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Home Language	**4.5**
First Additional Language	**4.5**
Mathematics	**4.5**
Life Orientation	**2**
A minimum of any three subjects selected from **Group B** Annexure B, Tables B1-B8 of the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12,* subject to the provisos stipulated in paragraph 28 of the said policy document.	**12 (3x4h)**

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

2.1 INTRODUCTION

In the Foundation Phase, the main skills in the First Additional Language curriculum are:

Listening and speaking	Thinking and Reasoning and Language Structure and Use, which are integrated into all 4 languages skills (listening, speaking, reading and writing)
Reading and phonics	
Writing and handwriting	

The content (knowledge, concepts and skills) contained in the National Curriculum Statement (NCS) has been organised in the Curriculum and Assessment Policy Statement (CAPS), per term, using these headings. The Foundation Phase section of the CAPS provides teachers with:

- an Introduction containing guidelines on how to use the Foundation Phase document
- content, concepts and skills to be taught per term
- guidelines for time allocation
- requirements for the Formal Assessment Activities and suggestions for informal assessment
- lists of recommended resources per grade

2.2 ADDITIVE BILINGUALISM

Children come to school knowing their home language. They can speak it fluently, and already know several thousand words. Learning to read and write in Grade 1 builds on this foundation of oral language. Therefore, it is easier to learn to read and write in your home language.

When children start to learn an additional language in Grade 1, they need to build a strong oral foundation. They need to hear lots of simple, spoken English which they can understand from the context. Listening to the teacher read stories from large illustrated books (Big Books) is a good way of doing this as it also supports children's emergent literacy development. As children's understanding grows, they need plenty of opportunities to speak the language in simple ways. This provides the foundation for learning to read and write in Grades 2 and 3.

In South Africa, many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. This means that they must reach a high level of competence in English by the end of Grade 3, and they need to be able to read and write well in English. For these reasons, their progress in literacy must be accelerated in Grades 2 and 3.

Fortunately, children can transfer many literacy skills from their home language. For example, if learners are taught handwriting well in their home language, they can use this skill when writing in English. If they learn phonics in their home language, they do not need to learn sound-spelling relationships all over again in English. They only need to apply their knowledge in English and learn those sound-spelling relationships that are different in English.

The First Additional Language CAPS take advantage of learners' literacy skills in their home language. For example, activities such as Guided reading that are introduced in the Home Language CAPS in Grade 1 are introduced in the

First Additional Language CAPS in Grade 2. This is what is called 'additive bilingualism' – developing a strong literacy foundation in the Home Language and building First Additional Language literacy onto this.

2.3 DIFFERENT LANGUAGE LEARNING CONTEXTS

In schools where children will use their additional language, English, as the LoLT from Grade 4, it is important that a substantial amount of time is devoted to learning English in the Foundation Phase. However, in schools with the same LoLT throughout the grades, this is not the case. In these schools, many children who are learning English or Afrikaans as a Home Language do not speak these languages as their mother tongue, and as much time as possible should be devoted to this task.

2.4 TIME ALLOCATION

The following time allocations for languages come into effect in 2012. For Language in the Foundation Phase time will be determined by the language context of the school. Schools can choose whether to give relatively more or less time to the Home and First Additional Languages depending on the needs of their learners. The minimum time for the Home Language and First Additional Languages is provided in brackets in the table below.

	Home Language	First Additional Language
Grade 1	8 (7) hours	3 (2) hours
Grade 2	8 (7) hours	3 (2) hours
Grade 3	8 (7) hours	4 (3) hours

The Department of Basic Education does not prescribe how to break down the time into the different components although the following suggestions are made for each grade:

Where maximum time is given to the First Additional Language

FIRST ADDITIONAL LANGUAGE			
	GRADE 1	GRADE 2	GRADE 3
Listening & speaking	1 hour 30 minutes	1 hour	1 hour
Reading & Phonics	1 hour 15 minutes	1 hour 30 minutes	1 hour 30 minutes
Writing	15 minutes	30 minutes	1 hour
Language Use			30 minutes
	3 hours per week	**3 hours per week**	**4 hours per week**

Where minimum time is given to the First Additional Language

FIRST ADDITIONAL LANGUAGE			
	GRADE 1	GRADE 2	GRADE 3
Listening & speaking	1 hour 30 minutes	45 minutes	1 hour
Reading & Phonics	30 minutes	45 minutes	1 hour
Writing		30 minutes	30 minutes
Language Use			30 minutes
	2 hours per week	**2 hours per week**	**3 hours per week**

2.5 ASSESSMENT

The CAPS document provides suggestions for each of the Formal Assessment Activities in the Foundation Phase Languages. Each activity is made up of a number of parts dealing with different aspects of Language.

GRADE	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
1	First Additional Language	1	1	1	1	4
2	First Additional Language	1	1	2	1	5
3	First Additional Language	1	2	2	1	6

In Term 1 there is only one Formal Assessment Activity in Grades 1 – 3. In addition, suggestions are given for informal assessment that will inform daily teaching and learning but will not be formally recorded.

2.6 INTRODUCING THE FIRST ADDITIONAL LANGUAGE

When the teacher introduces the First Additional Language in Grade 1, she needs a simple way to get the idea of an 'additional language' across to her young learners. A good way of doing so is by means of a puppet, which can be given a name in the additional language, for example, Peter the Puppet. In the first lesson, the teacher introduces the puppet and tells the learners that Peter can't speak their home language; he can only speak English, so they will have to speak English to Peter. Peter will then become a permanent feature of the First Additional Language class. The teacher could introduce a second puppet (e.g. Pam the Puppet) in order to demonstrate interactions in the additional language (e.g. greetings).

2.7 LISTENING AND SPEAKING

Learning an additional language is much like learning a home language except that it happens later in children's lives. In the first year of their lives, children hear huge amounts of simple language in context, which enables them to gradually absorb the grammar and vocabulary of their home language. After a year or so, children start speaking their home language but not in full sentences. They begin by producing one or two words, which they use to express a range of meanings and purposes. They can understand much more complex language than they can express.

It is important for teachers to keep this in mind when children are learning an additional language. In Grades 1, learners need to be exposed to lots of oral language in the form of stories and classroom instructions. Listening to stories being told is an excellent way for children to acquire their additional language. The teacher needs to:

- choose a story with a simple, repetitive structure, which allows for vocabulary and grammar to be recycled (e.g. The Three Little Pigs)
- keep her language very simple, speaking slowly but naturally
- use gestures, pictures and real objects to support understanding of the story
- tell the story several times, gradually involving the children more and more, for example by joining in the refrains (e.g. He huffs and he puffs and he blows the house down)

Another way of exposing children to the additional language is through listening to stories (or non-fiction texts) read by the teacher. The teacher reads from a Big Book, a large illustrated book with enlarged print that all the learners can see as she reads. This is called 'Shared Reading'. One of the advantages of Shared Reading is that as well as being an excellent listening activity, it also develops learners' emergent literacy. Children learn, for example, concepts of

print (e.g. that we start reading at the front of a book and end at the back; and that we read from left to right and top to bottom of a page), and they begin to recognise a few written words in the additional language (e.g. he, she). Learners should be familiar with the activity of Shared Reading since they will also be doing it in their Home Language lessons.

Another excellent way of exposing children to the additional language is by giving simple instructions that they respond to physically; for example, the teacher says, 'Come here, Thabo,' with an accompanying gesture, and he responds. This method, known as Total Physical Response, has the advantage that the teacher can see immediately whether Thabo understands or not and she can provide feedback – either 'Well done, Thabo,' or she can repeat the instruction more slowly with the gesture emphasized more strongly. Classroom language (e.g. Come to the front of the class and sit on the mat) provides many opportunities for natural ways of introducing Total Physical Response. Action rhymes, too, are an excellent way of combining language with physical activity in a way that supports both understanding and memory of the language.

The advantage of the three methods described above (listening to stories, Shared Reading and Total Physical Response) is that they all focus on learning language through listening comprehension. This takes the pressure off young learners having to speak, reduces anxiety and allows them to focus on understanding the language. However, in order to become competent users of the language, learners also have to practise speaking.

Initially, learners' spoken language will be formulaic – memorised songs, action rhymes and poems, and some formulaic language learned as chunks, for example, 'Good morning, how are you?' 'I'm fine, how are you?' But gradually, as children begin to understand the additional language, they need to start talking, initially with one or two word utterances. For example, in response to the teacher's question, 'Did you like the story,' a learner answers 'Yes' or 'No.'

At first, learners' emergent spoken language needs to be scaffolded (i.e. modelled and supported). For example, learners can begin by acting out stories the teacher has told or read to them, speaking some of the dialogue. With the teacher's help, the children can retell the story. The teacher needs to make sure that all the children get opportunities to speak in English. Because children will progress at a different pace, the teacher needs to tailor speaking opportunities (e.g. the questions she asks) to the level of the individual child. As the children move through the grades, the teacher should expect children to speak more and their utterances should become longer.

As children make progress with learning English, they also need to be introduced to more text types. In Grade1, they will have lots of exposure to stories and will begin to recognise the structure and features of narrative text (i.e. characters are introduced, the setting is described, a problem arises and it is resolved; a narrative is usually told in the past tense). In the Grade 2 First Additional Language CAPS, oral recounts are introduced (e.g. Yesterday, we went to town. First, we went to the supermarket to buy food. Then we went to the library, etc.), and in Grade 3, written recounts are included. The recount is an important text type because it provides a bridge between spoken and written language. We often use oral recounts (e.g. telling people about what we have done), but we also write them down. In Grade 3, learners are also introduced orally to procedural text (i.e. instructions such as recipes) and information reports (e.g. Elephants are large animals. They live in herds, etc.). Examples of these text types are provided in Section 4 at the end of this document, together with a description of their structure and features.

Daily and once/twice weekly focused listening/speaking activities built around themes

A substantial amount of time needs to be devoted to Listening and Speaking in Grade 1. This is reduced in Grades 2 and 3 when more reading and writing is introduced in the First Additional Language. Focused attention needs to be given to Listening and Speaking throughout the Foundation Phase.

In the First Additional Language CAPS, Listening and Speaking are organised as follows:

- a list of activities to be covered on a daily basis over the period of a week. The selection and number of activities to be covered each day will depend on the teacher and the time she has available; this will vary according to whether she is using the minimum or maximum time for First Additional Language.
- a focused activity, 'listening to stories told and read', which is taught once or twice a week, depending on the Grade and the amount of time available.

These activities are organised around themes. It is recommended that the teacher select four themes per term, possibly less where the minimum time is used for the First Additional Language. The teacher needs to select themes that lend themselves to teaching an additional language. The themes should be very familiar to learners, preferably already taught in the Home Language, and offer lots of opportunities for teaching language in context (e.g. they need to provide opportunities for demonstration and use of things that are physically present in the classroom). Some themes are given as examples, but these are merely suggestions; they are not to be seen as prescriptions.

The reason for using themes is to make it possible to constantly recycle vocabulary and language structures in meaningful contexts. For example, words related to the body (face, eyes, ears, nose, mouth, arms, legs, feet) and the structures in which they are situated (Point to your _____./This is my _____./These are my _____.) first of all need to be heard repeatedly in context; learners then need opportunities to use them. As learners move into Grades 2 and 3, they will also need opportunities to read and write them. Only if vocabulary and structures are constantly recycled, will learners be able to remember and use them.

2.8 READING AND WRITING

For the reasons given above, there is a strong focus on developing oral language in Grades R and 1, when children will be learning to read and write in their Home Language. However, in Grades 2 and 3 focus should be given to developing literacy in the First Additional Language. This is very important for children who will be using English as the LoLT in Grade 4. They will need to be able to read and write in their other subjects, and use English textbooks in the Intermediate Phase. This will require high levels of literacy, and especially a wide vocabulary, in English.

Reading and writing also contribute to learners' language development in English. Reading gives learners more exposure to their additional language. We know from research that children's vocabulary development is heavily dependent on the amount of reading they do. Writing is important because it forces learners to think about grammar and spelling. This encourages learners to process the language, speeds up language acquisition and increases accuracy.

Thus more time is devoted to reading and writing activities in the First Additional Language CAPS for Grades 2 and 3. The activities for Reading and Writing are as follows:

2.8.1 Exposure to environmental print

From their earliest years, South African children are exposed to a great deal of environmental print in English, for example in signage (traffic signs, shop signs, etc.) and packaging. Teachers can use this as a starting point for children's emergent literacy in their additional language, for example, by bringing familiar packages or advertisements to class and seeing if the learners can recognise brand names. From the 3rd term of Grade 1, when learners have established some literacy in their Home Language, the teacher can start labelling objects in the classroom in both the Home Language and English. These activities support incidental learning; they are not focused literacy activities and should not be given too much time.

2.8.2 Shared Reading

Shared Reading is introduced in Grade R and continues throughout the Foundation Phase. This activity is an important focus for language and literacy development. The purpose of Shared Reading in Grade 1 is to give learners exposure to their additional language in a meaningful, supportive context. It also develops learners' emergent literacy in their additional language. They develop concepts of print and start to recognise a few written words in English. At this level, the teacher should:

- Choose a very simple enlarged text (e.g. a Big Book) with a limited amount of text and plenty of good illustrations. The story should have a clear, simple structure (e.g. The Three Little Pigs). It is helpful if the language is repetitive and predictive (e.g. Where's Spot? He's in the kitchen. Where's Spot? He's in the garden. etc.) The texts should very gradually increase in complexity as the year progresses.
- Talk about the pictures with the learners so that they understand the vocabulary. Ask questions in their home language. Help them to link the story to their lives.
- Read the text several times using her finger or a 'pointer' to enable learners to follow her progress through the text
- Ask questions about the story
- Gradually involve learners in 'reading' the story

As learners move into Grades 2 and 3 the texts should become more challenging. The teacher models fluent reading and uses the text to develop vocabulary, comprehension, decoding skills, understanding of text structure, grammar and punctuation.

2.8.3 Group Guided Reading

In Grade 2, learners begin a new activity in their additional language: Group Guided Reading. However, they will be familiar with the activity since they will have been doing it in their home language from the beginning of Grade 1. For this activity, the teacher needs a set of readers graded according to level of difficulty. The teacher should organise the learners in ability groups of 6 –10 children and then should select a reader appropriate for their level. The teacher works with each group once a week for 15 minutes while the other groups are involved in Paired or Independent Reading or doing activities related to the text, for example, simple writing activities such as completing sentences or putting sentences in the right order. The purpose of Guided Reading is for the teacher to give learners individual attention in order to develop their comprehension and word attack skills in their additional language.

Instructions for forming ability groups

In order to group learners, you will need to observe them reading from your class readers. Choose a reader which you think the child will be able to read, but not one that it is too easy – there should be a few challenges for the reader. If the child is able to read it fluently, with appropriate expression, then this text is at his/her reading level. If the child struggles, choose an easier one until you find the right level. Once you have assessed all the learners, you can group them according to ability.

Steps in a Group Guided Reading Lesson

I. Select an appropriate text:

Graded readers will mostly be used for group reading. They should be at a lower level than the texts used for Shared Reading. Read through the text beforehand and note any vocabulary or grammar that may be challenging for the children. These may provide the teacher with a teaching focus.

II. Introduction:

Introduce the type of book (e.g. fiction or non-fiction) and the topic. Help the children to link the topic to their own life experiences. Keep this 'talk' focused and just enough for the children to read successfully (2–3 minutes).

III. Talk about the pictures

Use the pictures to introduce the learners to the topic and talk about any new vocabulary. Again, try to keep this focused and brief. (2–3 minutes)

IV. First Reading:

Children read the text individually. The teacher observes the children's reading behaviours and may select an additional teaching focus based on these observations.The teacher moves from child to child and hears each read a small section of the text aloud. The teacher prompts the children at this stage by saying for example:

- What do you expect to read in this book?
- Does that make sense to you?
- Well done! You corrected yourself. That makes sense.
- What would sound right in this sentence?
- Look at the illustration.
- It could be but look at the first letter again.

Initially you will probably have to ask these questions in the learners' home language. However, as soon as possible start asking the questions in English. The learners should be very familiar with the questions since they have been doing this activity in their home language since the beginning of Grade 1.

V. Comprehension

Ask the learners questions about the text to ensure comprehension.

VI. Second and subsequent readings

On subsequent days children re-read the text either in pairs or alone. The prime focus here is to develop fluency and provide opportunities to use the text for the development of vocabulary, grammar and deeper comprehension of the text. Repeated reading supports the development of fluency in the additional language.

Teachers may be unfamiliar with using Guided Reading especially in the First Additional Language class. Therefore, they can introduce the method gradually. Once they become confident about using it in the Home Language, they can then start using it in First Additional Language. In the meantime, teachers can do whole class reading where all the learners have a copy of the same text and each child takes a turn to read. Teachers should still observe individual children's reading behaviour and help them to develop comprehension and word attack skills.

Also there is not as much time for Guided Reading in the First Additional Language CAPS as there is in the Home Language CAPS. Teachers who are using the maximum time for First Additional Language will be able to work with

each small group once a week for 15 minutes. However, those who are using the minimum time for First Additional Language will not be able to do so. They will have to do whole class reading instead of Guided Reading.

2.8.4 Paired and Independent Reading

Paired and Independent Reading provides a way of giving children reading practice and encouraging reading for enjoyment. In paired reading, two children read together or take turns to read.

Learners should use this time to do two things: 1) re-read the reader from the Group Guided Reading Session until they can read it fluently 2) read for pleasure from books in the reading corner/class library. The text should be at a lower level than that used for Shared and Group Guided Reading.

Providing opportunities for children to **read books on their own** also develops fluency, provided that the books are easy enough for the children to read without help. Short, simple books with predictable text and colourful illustrations are ideal. Some teachers like to give children individual reading to do at home – to reread the group reading book or read simple, 'fun' books. This extra reading practice, done **on a regular basis every day,** plays an important role in learning to read.

2.8.5 Phonics

The first stage of learning to decode written language is oral – learning to isolate the different sounds of the language (**phonemic awareness**). The learner then has to relate the sounds to the letters that represent them (e.g 't', 'o', 'p' or 'sh') and then blend letters together to form words (e.g. 'top', 'shop') (**phonics**). The learner has to understand the words (**comprehension**) and encounter them so often in print that he/she recognises them automatically (**automaticity**). Finally, the learner has to be able to read the words in sentences quickly with comprehension (**fluency**). However, these elements of learning to read do not happen in a step by step sequence. For example, children learn to recognise and understand whole words from environmental print and Shared Reading when they are still very young. Nevertheless, a systematic phonics programme is important in learning to read in one's home language, alongside reading, writing, and listening to stories being read.

When children begin to read and write in their additional language, they already know how to decode in their home language. They already understand concepts of print and have considerable prior knowledge of sound-spelling relationships. What they need in their First Additional Language phonics class is practice in applying this knowledge to learning to decode text in English (e.g. blending known sounds to make words). Children also need to learn where sound-spelling relationships are different in their home and additional languages. For example, 'th' in English represents two different sounds, which are different to the sound which 'th' represents in African languages (e.g. thank, that, thatha). English vowels are particularly challenging for African language speakers, and this is made more difficult by the variety of ways in which these vowels are spelt (e.g. see, sea, key, me).

It is important that in Grade and 1, children develop a strong oral foundation in their additional language. Otherwise, they will not understand the words they are decoding in English in Grade 2 and the work they do in phonics will simply become 'barking at print'. Children will also benefit from learning to identify the sounds of English (phonemic awareness) in Grade 1. This is best achieved through songs and rhymes which help them to isolate the sounds (e.g. I'm going to the zoo, zoo, zoo; You can come too, too, too).

It is important for the teacher to keep in mind that her role is to build awareness over time of sound-spelling relationships in the additional language, not to drill for complete accuracy. Phonics should take the form of short, regular activities throughout the Foundation Phase.

Daily/weekly phonics activities

Specific attention should be given to phonics throughout the Foundation Phase. A programme is provided in the First Additional Language CAPS. In Grade 1, the focus is on developing phonemic awareness. In Grades 2 and 3, a phonics programme is provided which builds on what learners have already done in their home language. Since there is a limited time available for teaching phonics, teachers are encouraged to integrate phonics teaching into Listening, Speaking and Shared Reading activities.

2.8.6 Word recognition

English has a large number of words that are not spelt as they sound (e.g. one, two). It is therefore very difficult, and sometimes impossible, to decode them phonetically. Children learn to recognise sight words (or 'look and say' words) by seeing them repeatedly. Words that appear frequently in texts (high frequency words) can be learned in this way. The more children read in their additional language, the more sight words they will acquire.

2.8.7 Comprehension

Children are often able to decode in their additional language, but are unable to understand what they read. This results in what some people call 'barking at print'. The main reason that children are unable to comprehend text is that their language skills are weak. They lack sufficient vocabulary and grammar to make sense of what they read. Therefore, the teacher must build their vocabulary and grammar by exposing them to plenty of English at the right level. Strategies such as building a 'word wall' in the classroom and encouraging learners to keep personal dictionaries (or vocabulary books) are also helpful. Getting children to read more in their additional language is perhaps the best way of improving their vocabulary. However, this strategy will only work if the texts are at a suitable level for independent reading.

Another important way of developing children's reading comprehension is by asking questions that enable learners to engage with the text. The teacher should begin with simple questions, e.g. 'Who ….?' (e.g. Who ate the porridge?) 'What ….?' (e.g. What did Goldilocks eat?) and 'Where ….?' (e.g. Where did Goldilocks go to sleep?) Gradually, as learners get used to question forms and develop the language necessary to answer them, more complex questions can be asked. By the time learners are in Grade 3, they should be able to answer 'Why …?' questions (e.g. 'Why didn't Goldilocks eat Daddy Bear's porridge?).

For further information on how to teach Shared Reading, Guided Reading, Paired and Independent Reading, Phonics, word recognition and comprehension, refer to the Department of Basic Education's handbook, 'Teaching Reading in the Early Grades' (2008), which can be downloaded from www.education.gov.za

2.8.8 Writing

Children learn the skills of letter formation and handwriting in their Home Language. They can apply this knowledge when they begin to write in their First Additional Language in the third term of Grade 1. The writing activities in Grade 1 are very simple since learners need to focus on writing in their Home Language.

In Grade 2, writing in the First Additional Language receives more focus. Writing is guided; for example, learners write using sentence frames such as 'I like _____./I don't like _____.' In Grade 3, writing becomes more challenging. With support, learners are expected to write a simple set of instructions and a personal recount. Together with the teacher (Shared Writing), they write a simple story.

Many writing skills are transferred from the Home Language. For example, children learn how to write a text such as a recount first in their Home Language, and they draw on this knowledge when, at a later stage, they learn to write a recount in their First Additional Language. Similarly, children learn how to draft, write, edit and publish their work (the writing process) in their Home Language, and they then apply these skills when writing in the First Additional Language.

2.8.9 Language structure and use

A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the First Additional Language. In Grade 1, vocabulary and grammar are learned incidentally through exposure to the spoken language. In Grades 2 and 3, learners also acquire vocabulary and grammar through reading English. In Grade 3, there are specific activities focused on Language Use.

Vocabulary targets are set for each grade and a list of high frequency words in English is provided in Section 3 of this document. It is essential for learners to reach these targets if they are going to be capable of using English as the LoLT in Grade 4. Teachers need strategies for developing learners' vocabulary, for example:

- word walls and labels in the classroom
- vocabulary games , e.g. word quizzes
- independent reading
- keeping personal dictionaries (vocabulary books)
- using children's illustrated dictionaries (both monolingual and bilingual)

SECTION 3

OVERVIEW OF THE LANGUAGE SKILLS AND TEACHING PLANS

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES 1–3			
	GRADE 1	**GRADE 2**	**GRADE 3**
LISTENING AND SPEAKING	Builds an oral vocabulary using topics chosen by the teacher (e.g. Things I can do, The Weather) • Builds some conceptual vocabulary (e.g. shapes, size, direction) • Responds physically to two simple oral instructions (e.g. Put the blue balls in the bag. Now put the red balls in the bag.) • Responds to greetings and farewells, and makes simple requests using formulaic phrases (e.g. May I go to the toilet?) • Memorises and performs action rhymes, simple poems and songs • Plays simple language games • Understands short, simple stories told and read; talks about the pictures • Acts out simple stories using some of the dialogue • Responds to simple, literal questions about a story with short answers • Identifies a person, animal or object from a simple, oral description (e.g. matching a description to a picture) • Understands and responds to simple questions such as 'What …?' 'How many …?' (e.g. What is your name?) • Expresses self in simple ways by using short phrases (e.g. 'My name is ___.')	• Continues to build an oral vocabulary using topics chosen by the teacher (e.g. the Seasons, Feelings) • Builds some conceptual vocabulary (e.g. time, sequence) • Follows a short sequence of instructions (e.g. Draw a circle. Colour it red.) • Gives simple instructions • Understands and responds to simple questions such as 'Which …?' 'Whose …?' (e.g. Whose book is this?) • Asks simple formulaic questions (e.g. What is your name?) • Makes simple requests, and statements (e.g. Can I go out, please? I feel sick.) • Identifies an object from a simple, oral description • Talks about objects in a picture • Listens to stories and recounts • Answers simple, literal questions about the story (e.g. Who ate the porridge?) • Acts out the story using some of the dialogue • With help from the teacher retells the story • Recounts a short sequence of simple experiences or events • Memorises and performs simple poems, action rhymes and songs • Plays language games	• Continues to build an oral vocabulary using topics chosen by the teacher (e.g. Finding out) • Builds some conceptual vocabulary (e.g. comparing, describing) • Follows and gives instructions • Responds to and makes requests • Talks about a picture or photograph • Asks for clarification (e.g. I don't understand, please say that again.) • Gives a simple oral recount (recalls experiences in the right sequence) • Listens to stories and personal recounts and answers comprehension questions • Predicts what will happen next in a story or personal recount • Expresses feelings about a story • Retells the story • Listens to a non-fiction text (factual recount, procedure or information report) and answers comprehension questions • With the teacher's help, gives a simple summary of the non-fiction text • Participates in a short conversation on a familiar topic • Understands and responds to questions such as 'When …?' and 'Why …?' (e.g. 'Why did the house fall down?) • Performs a rhyme, poem or song • Plays language games

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES 1–3			
	GRADE 1	**GRADE 2**	**GRADE 3**
PHONICS	• Develops phonemic awareness in the FAL through rhymes and songs (e.g. 'The cat in a hat, His name is Pat') • Identifies some rhyming words • Recognises initial sounds in familiar words (e.g. 'p' in 'Pat') • Segments oral sentences into individual words by clapping on each word • Claps out the syllables in familiar words • Distinguishes the first sound (onset) from the remaining part of a syllable (rime) in simple words (e.g. c-at, m-at, f-at) • Recognises plurals ('s' and 'es') aurally	• Phonemic awareness • Distinguishes aurally between sounds that are often confused (e.g. 'a' and 'e', 'ee' and 'i') • Phonics • Identifies letter-sound relationships of single letters starting with those that are the same in the HL and FAL • Identifies letter-sound relationships that are different from those in the HL • Builds up and breaks down 3-letter words using sounds learnt. (e.g. p-e-n, p-en, pen) • Recognises common endings in words (e.g. 'ed', ' ing', 'y' and 's') • Groups common words into word families (e.g. bin, pin, tin) • Recognises common consonant digraphs such as sh, ch and th at the beginning and end of words • Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip) • Recognises at least 3 vowel digraphs (e.g. 'oo' as in boot, 'ee' as in feet)	• Identifies letter-sound relationships of all single letters in HL and FAL and is aware of any differences • Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words • Recognises at least 10 vowel digraphs (e.g. 'oa' as in boat, 'ar' as in far, 'er' as in her, 'ir' as in bird, 'or' as in short, 'ur' as in hurt) • Recognises silent 'e' in words (e.g. cake, time) • Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk,) • Recognises known rhyming words, (e.g. fly, sky,) • Distinguishes between long and short vowel sounds e.g. ('boot' and 'book') • Distinguishes between onset and rime in more complex syllables (e.g. 'dr-eam', 'scr-eam') • Recognises more complex word families (e.g. 'catch', 'match') • Recognises and uses some suffixes (e.g. '-es', '-ies', '-ly', '-ing', '-ed') • Builds and sounds out words using sounds learnt

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES 1–3			
	GRADE 1	**GRADE 2**	**GRADE 3**
READING AND VIEWING	**Environmental print** • Begins to read some simple labels in the FAL (and HL) of objects in the classroom and wider environment (e.g. way in/out, open), **Emergent reading** • transfers some of the knowledge and skills acquired in the HL to reading in the FAL such as book handling skills, basic concepts of print (e.g. concepts of words and letters, we read from left to right and top to bottom of a page) • Recognises a few high frequency sight words (e.g. the, and, you, he, she, we, they, can) **Shared Reading as a class with the teacher** • Listens to a very simple story or non-fiction text read by the teacher from an enlarged text such as a Big Book or illustrated poster • Talks about illustrations in the Big Book or poster using HL where necessary • Learns some oral vocabulary in the FAL from the pictures • Answers some simple oral questions about the story • After repeated readings joins in where appropriate • Through exposure to print, starts to develop a sight vocabulary of a few high frequency words (e.g. the, and, you, he, she, we, they, can) • Acts out the story • Draws pictures capturing main idea of story or non-fiction text	**Shared Reading** • Reads a short written fiction or non-fiction text (a Big Book or other enlarged text) with the teacher, using the pictures to develop vocabulary, the title for prediction and answering short, oral questions about the text • Makes sense of a short written text with pictures (e.g. by sequencing pictures or matching a caption/ sentence to a picture) • Relates a text that is read to own experience • Retells part of a story or summarises a non-fiction text with help from the teacher (2–3 sentences) **Group Guided Reading** • Reads aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story • Uses the reading strategies taught in the HL to make sense of text and monitor self when reading (phonics, context clues, structural analysis, sight words) • Uses diagrams and illustrations in text to aid understanding • Reads with increasing fluency and expression • Shows an understanding of punctuation when reading aloud • Continues to build a sight vocabulary (e.g. have, some, when, them, very) **Paired/Independent Reading** • Reads own writing and others' writing • Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner • Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words	**Environmental print** Reads simple posters or headings of posters in the environment **Shared Reading** • Reads fiction and non-fiction texts with the teacher, using the illustrations to support vocabulary development • Answers literal and very simple inferential questions that support comprehension of the text • Retells a story or recount, identifying the sequence of events • Summarises a non-fiction text (e.g. information report) **Group Guided Reading** • Reads both silently and out loud from own book in a guided reading group with the teacher i.e. whole group reads the same text • Uses the reading strategies taught in the HL to make sense of text and monitor self when reading (phonics, context clues, structural analysis, sight words) • Uses diagrams and illustrations in text to increase understanding • Reads aloud, with increasing speed and fluency, using correct pronunciation and stress • Demonstrates an understanding of punctuation for direct speech, by varying voice pitch when reading aloud • Uses some self-correcting strategies **Paired/Independent Reading** • Reads own and others' writing • Reads aloud to a partner • Reads independently simple fiction and non-fiction books, books read in Guided Reading sessions, and children's magazines and comics • Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES 1–3			
		GRADE 2	GRADE 3
WRITING	• Uses handwriting skills already taught in HL. • Draws and lables pictures with the help of teacher. Reads back what is written. • Writes simple lists (e.g. shopping lists)	• Uses handwriting skills taught in HL • Writes lists with headings • Chooses and copies a caption which accurately describes a picture • With help, writes a caption for a picture, (e.g. The red car is big.) Reads back what is written. • Completes sentences by filling in missing words. • Writes sentences using a frame (e.g. I like ____. I do not like _____.) • Writes sentences using words containing the phonic sounds and common sight words already taught • Writes familiar words and sentences from dictation • Puts jumbled sentences in the right order to make a paragraph and copies it. • Writes a paragraph of at least 3 sentences on a familiar topic • Writes some short, simple texts already taught in HL e.g. a message on a get well card • Using skills taught in HL, organises information into a simple graphic form (, chart or time line) • With help, uses some nouns and pronouns (I, you, he, she, it, etc.) correctly in writing • With help begins to use simple present, present progressive and past tenses correctly in writing • With help forms the plurals of familiar words • With help, spells common words correctly. Uses a children's dictionary where necessary • Uses punctuation already taught in HL (capital letters and full stops) • Builds own word bank and personal dictionary	• Uses handwriting skills taught in HL • Writes more complex lists with headings (e.g. Insects: ants, bees, butterflies) • Writes sentences from dictation • Writes a simple text (e.g. a birthday card) • With guidance, writes a personal recount of experiences using a frame (e.g. 'Yesterday I…, Then …, After that…, Finally…') • With guidance, writes a simple set of instructions (e.g. recipe) • Together with the teacher, writes a simple story and copies it (shared writing) • Organises information in a chart, table or bar graph • Writes sentences on a familiar topic (at least 6-8 sentences, one or two paragraphs) • Uses the writing process (drafting, writing, editing and publishing) • Uses punctuation already taught in HL (full stops, commas, question marks, exclamation marks and inverted commas) and apostrophes in contractions (e.g. can't, don't) • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses present, past and future tenses with increasing accuracy • Uses prepositions, nouns, verbs and pronouns with increasing accuracy • Builds own word bank and personal dictionary • Uses children's dictionaries (monolingual and bilingual)

OVERVIEW OF LANGUAGE STRUCTURES TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES 1–3			
	GRADE 1	**GRADE 2**	**GRADE 3**
LANGUAGE STRUCTURE AND USE (TO BE LEARNED IN CONTEXT)	• Begins to develop understanding and ability to use language structures in the context of meaningful spoken language • Understands some imperatives (e.g. Don't run) • Understands and begins to use some sentences in the simple present tense (e.g. She likes school.) and present progressive tense (e.g. He is reading.) • Understands some question forms (e.g. 'What…?' 'Who …?' 'How many/much/old …?') • Understands and begins to use personal pronouns (e.g. I, you, we, they) • Understands and begins to use the modals 'can' and 'may' (e.g. I can skip.) • Understands and begins to use some sentences in the negative form (e.g. She is not reading. I cannot skip.) • Recognises and begins to use some plural forms of countable nouns (e.g. book/ books) • Understands and begins to use some possessive pronouns (e.g. my, his, her) • Understands and begins to use a few prepositions (e.g. on, in) • Understands and begins to use a few adjectives (e.g. happy, sad) and adverbs (e.g. slowly, quickly) • Understands 700–1,000 words in context by the end of Grade 1	• Begins to develop understanding and ability to use language structures in the context of meaningful spoken and written language • Begins to use some of the grammatical forms he/she was exposed to in Grade 1 (simple present and present progressive tenses, modals 'can' and 'may', negative and plural forms, pronouns, prepositions, adjectives and adverbs) • Understands and begins to use the simple past tense (e.g. I washed my face.) • Understands and begins to use some irregular past tense forms (e.g. went) • Understands and begins to use time connectors (e.g. First, next, then) • Understands and begins to use question forms (e.g. 'When did you …?) • Understands and begins to use some pronouns (e.g. me, him, her) • Understands and begins to use a greater range of adjectives and adverbs • Understands and begins to use the verb 'to be' (e.g. She is happy.) • Understands 1,000–2,000 words in context by the end of Grade 2	• Develops understanding and ability to use language structures in the context of meaningful spoken and written language. • Understands and uses the simple present, present progressive, simple past and future tenses • Understands and uses countable (e.g. book) and uncountable nouns (e.g. chalk) • Understands and uses the articles 'a' and 'the' with nouns • Understands and uses the possessive form of nouns (e.g. Thandi's face) • Understands and uses 'There is/ are' (e.g. There is a book on the table) • Understands and uses comparative adjectives (e.g. fast, faster, fastest) • Understands and uses demonstrative pronouns: this, that, those, these • Understands and uses a variety of question forms (e.g. 'Which…?', 'Why…?') • Understands 1,500–2,500 words in context by the end of Grade 3

GRADE 1 FIRST ADDITIONAL LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** 1 hour 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers should select two themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.

Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/posters, rhymes, songs, games and real objects for the theme they have chosen.

They should try to cover all the activities, more than once if possible. They should assess their learners using

the Informal Assessment Activities recommended for Weeks 1–5.

Weeks 6–10

Teachers should select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow the teacher to introduce new vocabulary and consolidate vocabulary already taught. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language.

Teachers should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities recommended for Weeks 6–10. The teachers should carry out the Formal Assessment Activity at the end of term.

Daily activities (1 hour per week)

One or more of the following activities every day:

- Begins to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘My Clothes’
- Responds to simple greetings and farewells, using phrases, for example, ‘Good morning.’ ‘How are you?’ ‘ I’m fine’.
- Makes simple requests, for example, ‘May I go to the toilet?’
- Points to objects in the classroom or in a picture in response to teacher’s instructions, for example, ‘Show me the girl in the red dress.’
- Names some objects in a picture or in the classroom in response to teacher’s questions, for example, ‘What is that? A hat.’
- Responds physically to simple oral instructions, for example, ‘Take off your jersey.’
- Responds to simple questions, for example, ‘What colour is the jersey? Red**.’**
- Understands and begins to use some simple language structures in context, for example, plural forms of countable nouns such as ‘one sock, two socks’
- Sings simple songs and does actions with guidance, for example, ‘This is the way I put on my shirt, put on my shirt, put on my shirt.’
- Joins in action rhymes and songs, doing the actions, for example, ‘Here are Gogo’s glasses, Here is Gogo’s hat’
- Plays language games, for example, Hunt the Hat – Teacher hides the hat in the classroom and then asks questions using plenty of actions. Where is the hat? Is it under the desk? Is it in the cupboard? etc.

Focussed listening and speaking activities (15 minutes x 2 per week)

Listens to stories told and read

Twice a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures

- Listens to short stories or non-fiction texts told or read from a Big Book or illustrated poster, for example, *The Old Man and his Hat* with enjoyment and joins in choruses at the appropriate time
- Understands and responds to simple questions, for example, 'What colour is the hat?' and instructions, for example, 'Show me the old man's hat.'
- Names some of the things in the picture in response to questions from the teacher, for example, 'Who is this?' 'The old man'.

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, colour – blue, red, green
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, imperatives such as 'Take off your jersey'; present progressive tense such as 'I am wearing a jersey'; possessive pronouns such as 'my jersey'; plural forms of countable nouns such as 'sock/socks'

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Responds physically to simple oral instructions
- Points to objects in the classroom or in a picture in response to teacher's instructions

Weeks 6–10

- Names some objects in a picture or in the classroom
- Responds to simple questions

Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Responds to simple questions
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom or a picture in response to instructions from the teacher, for example, 'Show me the red/yellow/blue/green jersey/socks/shirt' etc.

TERM 1	
READING AND PHONICS	**SUGGESTED CONTACT TIME** Minimum time: 30 minutes Maximum time: 1 hour 15 minutes per week

CONTENT/CONCEPTS/SKILLS

Phonological and Phonemic Awareness (1–5 minutes per activity)

These activities should be very brief and integrated into Listening and Speaking or Shared Reading activities.

- Segments oral sentences into individual words by clapping on each word, for example, sentences from the story
- With the teacher's help, identifies some rhyming words in stories, songs and rhymes, for example, The cat in a hat
- Begins to identify different initial sounds in words, for example, 'h' in hat, 'b' in bag

Emergent Literacy (5–10 minutes once or twice a term)

The teacher brings packaging, posters, etc. into the classroom so that there is environmental print on permanent display. When going on school outings, she points out environmental print to learners.

- Recognises some common words in our everyday environment (e.g. WAY IN/OUT, OPEN)
- Develops emergent literacy, for example, concepts of print through the Shared Reading activity

Shared Reading (minimum 30 minutes and maximum 1 hour 15 minutes per week)

If the teacher is using the maximum time for First Additional Language, she introduces a new Big Book (or poster or other form of enlarged text) each week and does the activity every day. If she is using the minimum time for First Additional Language, she uses the same text over 2 or 3 weeks and does the activity once or twice a week. The teacher reads the text to the class, pointing to the words and discussing the pictures and story line. She re-reads it during the week, encouraging the learners to join in. The text is used to introduce new vocabulary.

- Listens to the story or non-fiction text while following the teacher and looking at the pictures
- Talks about the pictures using home language where necessary
- Identifies objects in the pictures, for example, 'Show me the old man.' 'Point to the dog.'
- Answers some simple questions with the support of the pictures, for example, 'Where is the hat?'
- Learns some oral vocabulary, for example, hat, old, man, dog, wind, etc.
- After repeated readings, joins in choruses where appropriate, for example, 'Whoosh, whoosh goes the wind!'
- Acts out the story using some of the dialogue
- Draws a picture capturing the main idea of the story

ASSESSMENT

Suggestions for Informal Assessment Activities:

Phonological and Phonemic awareness: (oral and/or practical)

- Begins to identify different initial sounds in words
- Identifies some rhyming words in stories, songs and rhymes

Reading: (oral and/or practical)

- Identifies some people, animals and objects in the illustrations in the Big Book (or other form of enlarged illustrated text)
- Answers some simple oral questions about the story or non-fiction text
- Draws a picture capturing the main idea of the story or non-fiction text

Formal Assessment Activity 1:

Reading (oral and/ or practical)

- Answers some simple oral questions about the story or non-fiction text
- Demonstrates understanding of vocabulary in the story by pointing to objects in the pictures in response to instructions from the teacher, for example, Show me the old man, the old man's hat/stick/coat, etc.

TERM 1	
WRITING	**SUGGESTED CONTACT TIME** Minimum time: none Maximum time: 15 minutes per week
CONTENT/CONCEPTS/SKILLS ***Shared writing (maximum time – once a week)*** ***Early writing in the First Additional Language should be supported by the teacher*** • With the help of the teacher writes a caption for his/her drawing and reads back what is written	
ASSESSMENT **Suggestions for Informal Assessment Activities:** **Writing: (written)** • Copies a caption for a picture he/she has drawn and reads back what is written	

TERM 2	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** 1 hour 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/ posters, rhymes, songs, games and real objects for the theme they have chosen.

Teachers should try to cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language.

Teachers should make sure that they cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 6–10. The teachers should carry out the Formal Assessment Activity at the end of term.

Daily activities (1 hour per week)

One or more of the following activities every day depending on the time available:

- Begins to develop an oral (listening and speaking) vocabulary using themes or topics such as 'Food'
- Responds to simple greetings and farewells, using phrases, for example, Good morning. How are you? I'm fine.
- Makes simple requests, for example, Can I have an apple, please?
- Points to objects in the classroom or in a picture in response to teacher's instructions, for example, 'Show me the apple/ banana/orange.' etc.
- Names some objects in a picture or in the classroom in response to teacher's questions, for example, 'What is that? An apple.'
- Responds physically to simple oral instructions, for example, 'Take the apple. Put it on the table.'
- Responds to simple questions, for example, 'How many oranges are there?' 'Two**.'**
- Understands and begins to use some simple language structures in context, for example, simple present tense such as 'I like apples.' 'I do not like bananas.'
- Sings simple songs and does actions, for example, I like to eat, eat, eat, eat. I like to eat apples and bananas.
- Joins in action rhymes and songs, doing the actions, for example, *Jelly on the plate*
- Plays language games, for example, Guessing Game – one person picks up a picture card, others must guess what food is pictured on the card, for example, 'Is it an apple?'

Focussed listening and speaking activities (15 minutes x 2 per week)

Listens to stories told and read

Twice a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures

- Listens with enjoyment to short stories or non-fiction texts told or read from Big Books or illustrated posters and joins in choruses at the appropriate times. For example, *The Very Hungry Caterpillar* by Eric Carle
- Understands and responds to simple questions and instructions, for example, 'Show me the strawberries. How many strawberries are there?'
- Names some of the things in the picture in response to questions from the teacher, for example, 'What is this?' ' A strawberry.'

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, sequence – days of the week
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, simple present tense – 'I like apples'; negative forms - 'I do not like bananas'

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Names some objects related to the theme in a picture or in the classroom
- Responds to simple questions

Weeks 6–10

- Responds to simple questions
- Expresses self in simple ways by using short phrases and vocabulary taught during the term, for example, 'I like apples. I do not like bananas.'

Formal Assessment Activity 2:

Listening and Speaking (oral and/ or practical)

- Demonstrates understanding of some oral vocabulary taught during this term by responding to an instruction such as , 'Draw three oranges/five bananas etc.'
- Responds to simple questions (e.g. How many apples are there?) with short answers
- Expresses self in simple ways by using short phrases, for example, 'I do not like bananas.'

TERM 2	
READING AND PHONICS	**SUGGESTED CONTACT TIME** Minimum time: 30 minutes per week Maximum time: 1 hour 15 minutes per week

CONTENT/CONCEPTS/SKILLS

Phonological and Phonemic Awareness (1–5 minutes per activity)

These activities should be very brief and integrated into Listening and Speaking or Shared Reading activities

- Segments oral sentences into individual words by clapping on each word, for example, sentences from the story
- Claps out the syllables in familiar words, for example, ba-na-na
- With the teacher's help, identifies some rhyming words in stories, songs and rhymes, for example, 'eat' and 'feet'
- Begins to identify different initial sounds in words, for example, 'b' in banana, 'o' in orange

Emergent Literacy (5–10 minutes once or twice a term)

The teacher brings packaging, posters, etc. into the classroom so that there is environmental print on permanent display. When going on school outings, she points out environmental print to learners.

- Recognises some common words in our everyday environment, for example, STOP, SCHOOL
- Develops emergent literacy such as concepts of print) through the Shared Reading activity

Shared Reading (minimum 25–30 minutes per week, maximum 1 hour 15 minutes per week)

Where teachers are using maximum time for the First Additional Language, they introduce a new Big Book or other form of enlarged text each week and do the activity every day. Where teachers are using the minimum time for First Additional Language, they use the same book over 2 or 3 weeks and do the activity once or twice a week. They read the book to the class, pointing to the words and discussing the pictures and story line. Teachers re-read the text during the week, encouraging the learners to join in. The text is used to introduce new vocabulary.

- Listens to the story or non-fiction text while following the teacher and looking at the pictures
- Talks about the pictures using home language where necessary
- Identifies objects in the pictures (e.g. Show me the jelly. Point to ice-cream.)
- Answers some simple questions with the support of the pictures, for example, 'Where is the cake?'
- Learns some oral vocabulary, for example, jelly, ice-cream, cake
- After repeated readings, joins in choruses where appropriate
- Acts out the story using some of the dialogue
- Draws a picture capturing the main idea of the story

ASSESSMENT

Suggestions for Informal Assessment Activities:

Phonological and Phonemic awareness: (oral and/or practical)

- Begins to identify different initial sounds in words
- Claps out the syllables in familiar words

Reading: (oral and/or practical)

- Identifies some people, animals and objects in the illustrations in the Big Book
- Answers some simple oral questions about the story or non-fiction text
- Draws a picture capturing the main idea of the story or non-fiction text

Formal Assessment Activity 2:

Reading (oral and/ or practical)

- Claps out the syllables in familiar words
- Answers some simple oral questions about the story or non-fiction text
- Demonstrates understanding of vocabulary in the story by pointing to objects in the pictures in response to instructions from the teacher, for example, 'Show me the jelly/cake/biscuits, etc.'

TERM 2	
WRITING	**SUGGESTED CONTACT TIME** Minimum time: none Maximum time: 15 minutes per week
CONTENT/CONCEPTS/SKILLS ***Shared writing (maximum time – once a week)*** ***Early writing in the First Additional Language needs to be supported by the teacher*** • With the help of the teacher writes a caption for his/her drawing and reads back what is written	
ASSESSMENT **Suggestions for Informal Assessment Activities:** **Writing: (written)** • Copies a caption for a picture he/she has drawn and reads back what is written	

TERM 3	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** 1 hour 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/ posters, rhymes, songs, games and real objects for the theme they have chosen.

Teachers should try to cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language.

Teachers should make sure that they cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 6–10. The teachers should carry out the Formal Assessment Activity at the end of term.

Daily activities (1 hour per week)

Several of the following activities every day depending on the time available:

- Begins to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘Animals’
- Responds to simple greetings and farewells, using phrases, for example, ‘Good bye. See you tomorrow.’
- Makes simple requests, for example, ‘Can I have a pencil, please?’
- Points to objects in the classroom or in a picture in response to teacher’s instructions, for example, ‘Show me the cow.’
- Names some objects in a picture or in the classroom in response to teacher’s questions, for example, ‘What is that?’ ‘A sheep.’
- Responds physically to simple oral instructions, for example, ‘Draw a picture of a cat.’
- Responds to simple questions asked by the teacher, for example, ‘What colour is the cat?’ ‘Black’.
- Understands and begins to use some simple language structures in context, for example, begins to use a few adjectives such as ‘The cow is big. The cat is small’.
- Identifies a person, animal or object from a simple oral description, for example, ‘I am a small animal. I have four legs and a tail. I say miaow, miaow, miaow. Who am I?’
- Sings simple songs and does actions, for example, Old Macdonald had a farm
- Joins in action rhymes and songs, doing the actions, for example, Five little ducks
- Plays language games, for example, Guessing game – one learner makes an animal sound, the others must guess in the First Additional Language which animal they are

Focussed listening and speaking activities (15 minutes x 2 per week)

Listens to stories told and read

Twice a week the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures

- Listens to short stories or non–fiction texts told or read from a Big Book or illustrated poster, for example, Three Billy Goats Gruff, with enjoyment and joins in choruses at the appropriate time
- Understands and responds to instructions, for example, 'Show me the goat. How many goats are there?'
- Answers simple literal questions about a story with short answers, for example, 'How many goats are there in the story?' 'Three.'
- Names some of the things in the picture in response to questions from the teacher, for example, 'What is this? A goat.'

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, number, size
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, understands and begins to use a few adjectives such as 'big, small, little'; prepositions such as 'in, on'; and adverbs such as 'quickly, slowly'

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Names some objects related to the theme in a picture or in the classroom
- Responds to simple questions, for example, 'What colour is the cow?'

Weeks 6–10

- Expresses self in simple ways by using short phrases, for example, 'The cow is brown.'
- Identifies a person, animal or object from a simple oral description, for example, 'I am a big animal. I give you milk. I go moo, moo, moo. Who am I?'

Suggested Formal Assessment Activity 3:

Listening and Speaking (oral and/ or practical)

- Responds to simple questions, for example, 'How many goats are in the picture?'
- Identifies a person, animal or object from a simple oral description, for example, 'I am a big animal. I give you milk. I go moo, moo, moo. Who am I?'
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom (or a picture or drawing) in response to instructions from the teacher, for example, 'Point to the cow/dog/cat/goat, etc.' 'Draw two cats, etc.'

TERM 3	
READING AND PHONICS	**SUGGESTED CONTACT TIME** Minimum time: 30 minutes per week Maximum time: 1 hour 15 minutes per week

CONTENT/CONCEPTS/SKILLS

Phonological and Phonemic Awareness (1–5 minutes per activity)

These activities should be very brief and integrated into Listening and Speaking activities and Shared Reading.

- Claps out the syllables in familiar words, for example, an-i-mal, don-key
- With the teacher's help, identifies some rhyming words in stories, songs and rhymes, for example, a fat cat wearing a hat
- Begins to identify different initial sounds in words, for example, 'g' in goat, 'd' in dog and donkey
- Recognises plurals ('s' and 'es') aurally

Emergent literacy (5–10 minutes once or twice a term)

The teacher brings packaging, posters, etc. into the classroom so that there is environmental print on permanent display. When going on school outings, the teacher points out environmental print to learners.

- Recognises some common words in our everyday environment, for example, street signs, shops signs, brand names such as Toyota, Jeep, BMW, Joko, Omo, Tastic, Nando's
- Develops emergent literacy (e.g. concepts of print) through the Shared Reading activity

Shared Reading (minimum 25–30 minutes per week, maximum 1 hour 15 minutes per week)

Where the teacher is using the maximum time for First Additional Language, she introduces a new Big Book or other form of enlarged text each week and does the activity every day. Where the teacher is using the minimum time for First Additional Language she uses the same book over 2 or 3 weeks and does the activity once or twice a week. She reads the text to the class, pointing to the words and discussing the pictures and story line. She re-reads it during the week, encouraging the learners to join in. The text is used to introduce new vocabulary.

- Listens to the story or non-fiction text while following the teacher and looking at the pictures
- Talks about the pictures using home language where necessary
- Identifies objects in the pictures, for example, 'Show me the hare.' 'Point to hare.'
- Answers some simple questions with the support of the pictures, for example, 'Has the hare got long ears or short ears?
- Learns some oral vocabulary, for example, animal, hare, ears, tail
- After repeated readings, joins in choruses where appropriate
- Acts out the story using some of the dialogue
- Draws a picture capturing the main idea of the story

ASSESSMENT

Suggestions for Informal Assessment Activities:

Phonological and Phonemic awareness: (oral and/or practical)

- Claps out the syllables in familiar words
- Recognises plurals ('s' and 'es') aurally, for example, dog/dogs, cat/cats, cow/cows, goat/goats, horse/horses

Reading: (oral and/or practical)

- Identifies some people, animals and objects in the illustrations in the Big Book or other form of enlarged illustrated text
- Answers simple literal questions about a story with short answers
- Draws a picture capturing the main idea of the story or non-fiction text

Suggested Formal Assessment Activity 3:

Reading (oral and/ or practical)

- Recognises plurals ('s' and 'es') aurally, for example, dog/dogs, cat/cats, cow/cows, goat/goats, horse/horses
- Answers simple literal questions about a story with short answers
- Demonstrates understanding of vocabulary in the story by pointing to objects in the pictures in response to instructions from the teacher, for example, 'Show me the hare, buck, elephant, etc.'

TERM 3	
WRITING	**SUGGESTED CONTACT TIME** Minimum time: none Maximum time: 15 minutes per week
CONTENT/CONCEPTS/SKILLS ***Shared writing (maximum time – once a week)*** ***Early writing in the First Additional Language should be supported by the teacher*** • With the help of the teacher writes a caption for his/her drawing and reads back what is written • With the help of the teacher writes simple lists with headings, for example, Animals: dog, cat, cow, etc; Fruit: apple, banana, etc.	
ASSESSMENT **Suggestions for Informal Assessment Activities:** **Writing: (written)** • Copies a caption for a picture he/she has drawn and reads back what is written • Writes a simple list with a heading	

TERM 4	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** 1 hour 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/ posters, rhymes, songs, games and real objects for the theme they have chosen.

Teachers should try to cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language.

Teachers should make sure that they cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 6–10. The teachers should carry out the Formal Assessment Activity at the end of term.

Daily activities (1 hour per week)

Several of the following activities every day depending on the time available:

- Begins to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘Things I can do’
- Responds to simple greetings and farewells, using phrases, for example, Good bye. See you later.’
- Makes simple requests, for example, ‘May I have a glass of water?’
- Points to objects in the classroom or in a picture in response to teacher’s instructions, for example, ‘Show me the bird.’
- Names some objects in a picture or in the classroom in response to teacher’s questions, for example, ‘What is that? A bird.’
- Responds physically to simple oral instructions, for example, ‘Draw a picture of a bird. Draw the body. Draw the wings. Draw two legs. Draw the head. Draw the eyes. Draw the beak.’
- Responds to simple questions asked by the teacher, for example, ‘Can you jump?’ ‘Show me.’ ‘Can you skip?’ ‘Show me.’
- Understands and begins to use some simple language structures in context, for example, the modal ‘can’: I can jump/ skip/run etc. I can touch my toes.
- Identifies a person, animal or object from a simple oral description, for example, ‘I have two legs, wings and a beak. I can fly. Who am I?’
- Sings simple songs and does actions, for example, ‘I can fly!
- Joins in action rhymes and songs, doing the actions, for example, ‘I can clean my teeth’
- Plays language games, for example, Chain game – one learner begins by saying, ‘I can jump. What can you do?’, the next learner must answer and then ask the next learner ‘What can you do?’ and so on around the class

Focussed listening and speaking activities (15 minutes x 2 per week)

Listens to stories told and read

Twice a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

- Listens to short stories or non-fiction texts told or read from a Big Book or illustrated poster, for example, *Animals that can fly* with enjoyment and joins in choruses at the appropriate time
- Understands and responds to instructions, for example, 'Show me the butterfly.'
- Answers simple literal questions about a story with short answers, for example, 'Can a bat fly?' 'When does a bat fly?'
- Names some of the things in the picture in response to questions from the teacher, for example, 'What is this?' ' A bat.'

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, ability – Bats can fly
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, understands and begins to use the modal 'can'; adverbs: I can run quickly; some negative forms: I cannot fly

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Responds to simple questions, for example, 'Can you write your name? Show me.'
- Expresses self in simple ways, for example, 'I can jump.'

Weeks 6–10

- Expresses self in simple ways by using short phrases, for example, 'I can skip.'
- Identifies a person, animal or object from a simple oral description, for example, 'I am a small animal. I am black. I drink blood. I can fly. I fly at night. Who am I?'

Suggested Formal Assessment Activity 4:

Listening and Speaking (oral and/ or practical)

- Responds to simple questions, for example, 'Can you count up to 10? Show me.'
- Expresses self in simple ways, for example, 'I can write my name.'
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom/a picture or doing actions in response to instructions from the teacher, for example, 'Jump/hop/skip/touch your toes, etc.' ' Walk quickly/ slowly etc.'
- Understands at least 700 words in context in situations where minimum time is given to the First Additional Language and at least 1,000 words where maximum time is given to the First Additional Language (use the word list in Section 3 of this document for guidance)

TERM 4	
READING AND PHONICS	**SUGGESTED CONTACT TIME** Minimum time: 30 minutes per week Maximum time: 1 hour 15 minutes per week

CONTENT/CONCEPTS/SKILLS

Phonological and Phonemic Awareness (1–5 minutes per activity)

The activities should be very brief and integrated into Listening and Speaking activities and Shared Reading.

- Claps out the syllables in familiar words, for example, an-i-mal, don-key
- With the teacher's help, identifies some rhyming words in stories, songs and rhymes, for example, fly, sky, high, why
- Begins to identify different initial sounds in words, for example, 'j' in jump, 'r' in run, 'w' in walk
- Recognises plurals ('s' and 'es') aurally, for example, bird/birds, bat/bats

Emergent literacy (5–10 minutes once or twice a term)

The teacher brings packaging, posters, etc. into the classroom so that there is environmental print on permanent display. When going on school outings, the teacher points out environmental print to learners.

- Recognises some common words in our everyday environment, for example, street signs, shop signs, brand names in magazines such as BP, JET, ABSA, Cell C, Vodacom, Tastic, Chicken Licken
- Develops emergent literacy such as concepts of print through the Shared Reading activity

Shared Reading (minimum 25–30 minutes, maximum 1 hour 15 minutes per week)

Where the teacher is using maximum time for First Additional Language, she introduces a new Big Book or illustrated poster, each week and does the activity every day. Where the teacher is using minimum time for the First Additional Language, she uses the same book/poster over 2 or 3 weeks and does the activity once or twice a week. She reads the book to the class, pointing to the words and discussing the pictures and story line. She re-reads it during the week, encouraging the learners to join in. The story or non-fiction text is used to introduce new vocabulary.

- Listens to the story or non-fiction text while following the teacher and looking at the pictures
- Talks about the pictures using home language where necessary
- Identifies objects in the pictures, for example, 'Show me the bird. Point to the bird.'
- Answers some simple questions with the support of the pictures, for example, 'Can a bird fly? How many wings has a bird got?
- Learns some oral vocabulary, for example, can, fly, sky, bird, bat, butterfly
- After repeated readings, joins in choruses where appropriate
- Acts out the story using some of the dialogue
- Draws a picture capturing the main idea of the story or non-fiction text

ASSESSMENT

Suggestions for Informal Assessment Activities:

Phonological and Phonemic awareness: (oral and/or practical)

- Claps out the syllables in familiar words, for example, butt-er-fly
- Recognises plurals ('s' and 'es') aurally, for example, bird/birds, bat/bats, bee/bees

Suggested Formal Assessment Activity 4:

Reading (oral and/ or practical)

- Recognises plurals (‘s’ and ‘es’) aurally, for example, dog/dogs, cat/cats, cow/cows, goat/goats
- Answers simple literal questions about a story or non-fiction text with short answers
- Demonstrates understanding of vocabulary in the story by pointing to objects in the pictures in response to instructions from the teacher, for example, ‘Show me the butterfly, etc.’

TERM 4	
WRITING	**SUGGESTED CONTACT TIME** Minimum time: none Maximum time: 15 minutes per week
CONTENT/CONCEPTS/SKILLS ***Shared Writing (maximum time – once a week)*** ***Early writing in the First Additional Language should be supported by the teacher.*** • With the help of the teacher writes a caption for his/her drawing and reads back what is written • With the help of the teacher writes simple lists with headings, for example, Things that can fly: bird, bat, butterfly, bee, etc.	
ASSESSMENT **Suggestions for Informal Assessment Activities:** **Writing: (written)** • Copies a caption for a picture he/she has drawn and reads back what is written • Writes a simple list with a heading	

RECOMMENDED TEXTS/RESOURCES FOR THE YEAR

LISTENING AND SPEAKING

- Storybooks (Big Books) and oral stories
- Non-fiction Big Books
- Posters and pictures to support the teaching of stories and vocabulary
- Colour charts and number charts
- Songs, action rhymes and poems
- Objects related to the themes and topics
- Props to act out the stories and for role play, for example, masks, dressing up clothes, objects
- CDs, DVDs and television programmes
- A puppet to introduce the First Additional Language

READING AND PHONICS

- Pictures and posters
- Logos and relevant examples of environmental print, for example, shopping bags; brand names on packaging etc.
- Big books (at least 2 different stories or non-fiction texts per term)
- Other enlarged texts, for example, songs, rhymes etc.
- Flash card labels for classroom items and displays
- Pointers to use when reading enlarged texts, wall stories, displays

WRITING AND HANDWRITING

- Writing materials (e.g. pencils, coloured pencils, wax crayons, blank paper in various sizes (A3, A4, A5), blank jotters)
- Flipchart paper and thick Koki pens

GRADE 2 FIRST ADDITIONAL LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** Minimum time: 45 minutes Maximum time: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/ posters, rhymes, songs, games and real objects for the theme they have chosen.

Teachers should try to cover as many of the activities as possible in the time available. They should introduce a new activity – listening to and giving a recount. The teacher should model this by first giving a recount herself, (e.g. of what she did over the weekend). She should then support the learners to give their own recount. She should provide some structuring words to help the learners, for example, 'Last weekend I … then I ….next I … After that I ….' She should also help them with the simple past tense. The learners will practise listening to and giving recounts throughout the year. This will give them an opportunity to use the past tense and time connectors (first, next, then) in context. For further guidance see Section 4 at the end of this document.

The teacher should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language.

Teachers should make sure that they cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 6–10. The teachers should carry out the Formal Assessment Activity at the end of term.

Daily activities (30 minutes per week)

The activities vary in length. The teacher could do one longer activity or two or three short ones per week.

- Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as 'Feelings'
- Follows a short sequence of instructions, for example, 'Draw a happy face. Now draw a sad face.'
- Gives simple instructions, for example, 'Draw a happy face.'
- Understands and responds to simple questions such as 'Which …?' 'Whose …?' (Whose book is this? Which story do you want?)
- Makes simple requests and statements, for example, 'I feel thirsty. May I have a glass of water?'
- Identifies an object from a simple oral description, for example, 'The girl is sad. She is crying.' *Learners must match this description with the correct picture.*
- Talks about objects in a picture in response to teacher's instructions, for example, 'What can you see in the picture?' 'Tell me what you can see in the picture.'
- Listens to a simple recount, for example, the teacher telling what she did last weekend
- With help from the teacher, gives a simple recount, for example, tells what he/she did last weekend
- Memorises and performs simple poems, actions rhymes and songs, for example, If you're happy and you know it, clap your hands!
- Plays language games, for example, guesses how someone is feeling from their expression and gestures

Focussed listening and speaking activities (minimum 15 minutes x 1 per week, maximum 15 minutes x 2 per week)

Listens to stories told and read (Shared Reading)

Once or twice a week, depending on the time available, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster, for example, *The Happy Duck* with enjoyment and joins in choruses at the appropriate time
- Understands and responds to instructions, for example, 'Show me the Happy Duck swimming in the dam.'
- Answers simple literal questions about a story with short answers, for example, 'Where does the Happy Duck swim? What does the Happy Duck like to eat?'
- Names some of the things in the picture in response to questions from the teacher, for example, 'What is this?' 'A fish.'
- Acts out the story, using some of the dialogue

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, expressing feelings
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, understands and begins to use the past tense such as 'I visited'; time connectors such as 'first', 'next', 'then'

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Identifies a picture from a simple oral description, for example, 'The boy is happy, he is smiling.'
- Listens to a simple recount and answers simple questions about it, for example, 'What did Mandla do first? What did he do next? etc.'

Weeks 6–10

- Follows a sequence of instructions, for example, 'Draw a happy face. Now draw a sad face. Lastly, draw an angry face.'
- Gives a simple oral recount: On Sunday, I got up at 8 o'clock. I washed. Next I put on my clothes. Then I went to church.

Suggested Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Listens to a simple recount and answers simple questions about it, for example, 'What did the old woman do first? What did she do next? etc.'
- Demonstrates understanding of some basic oral vocabulary by pointing to people in a picture or doing actions in response to instructions from the teacher, for example, Pretend to be sad/happy/angry/tired, etc. Point to the picture of the sad/ happy/angry/tired girl etc.

TERM 1	
READING AND PHONICS	**SUGGESTED CONTACT TIME** Minimum time: 45 minutes per week Maximum time: 1 hour 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Phonemic awareness and phonics (15 minutes per week)

Teachers revise the single letter sounds, beginning with the letter-sound relationships that are the same in the Home Language and which are important in English. They build short, familiar words using the sounds learners already know in their Home Language. They gradually introduce sound-spelling relationships that are different in Home and Additional Languages (e.g. icici/cat in isiXhosa and English). These activities should be short (5–10 minutes); they can also be integrated in the Listening and Speaking and Reading activities.

- Distinguishes aurally between sounds that are often confused (e.g. 'a' and 'e', ' b' and 'p')
- Identifies letter-sound relationships of most single letters (e.g. a, b, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, v, w, y)
- Builds up and breaks down 3-letter words using sounds learnt. (e.g. p-e-n, p-en, pen; t-e-n, t-en, ten)

Shared Reading (time has been allocated under Listening and Speaking)

Shared Reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher. In Grade 2, Shared Reading will continue, but as part of Listening and Speaking.

Group Guided Reading (minimum 30 minutes and maximum 1 hour 15 minutes per week)

Teachers should introduce Group Guided Reading this term. Teachers using the maximum time for First Additional Language should divide their class into 5 same-ability reading groups and work with one group each day for 15 minutes. While the teacher is working with this group the other groups will read around the group or do paired reading, using simple familiar texts or activities related to the text. The books should be very simple with repetition of structures and vocabulary and pictures to support the text. Learners have done Guided Reading in their Home Language from the beginning of Grade 1, so they should be familiar with the approach.

Teachers using the minimum time for First Additional Language where there is only 30 minutes available should do a whole class guided reading activity twice a week.

- Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher
- Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)
- Reads with increasing fluency and expression
- Shows an understanding of punctuation when reading aloud
- Begins to build a sight vocabulary from the guided, shared and independent reading

Independent reading (in learners' free time at school and at home)

Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class (e.g. when they have finished an activity ahead of time) and at home (e.g. for homework). It is important that every opportunity in class is used to develop their reading.

- Reads own and others' writing
- Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner
- Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words

ASSESSMENT

Suggestions for Informal Assessment Activities:

Phonics: (oral and/or practical)

- Builds up and breaks down 3-letter words using sounds learnt. (e.g. p-e-n, p-en, pen; t-e-n, t-en, ten)

Suggested Formal Assessment Activity:

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

- Identifies letter-sound relationships of most single letters (e.g. a, b, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, v, w, y)

Suggestions for Informal Assessment Activity:

Reading: (oral and/or practical)

- Reads with increasing fluency and expression
- Shows an understanding of punctuation when reading aloud

Suggested Formal Assessment Activity 1:

Reading (oral and/ or practical)

- Reads a short written text (1– 2 sentences per page) with the teacher, following the teacher's pointer

TERM 1	
WRITING	**SUGGESTED CONTACT TIME** 30 minutes per week
CONTENT/CONCEPTS/SKILLS **Writing Activities (Twice a week)** • Uses handwriting skills taught in Home Language • Writes lists with headings • Chooses and copies a caption to match a picture • With help writes a caption for a picture • Completes sentences by filling in missing words	
ASSESSMENT **Suggestions for Informal Assessment Activities:** **Writing: (written)** **Weeks 1–5** • With help writes a caption for a picture **Weeks 6–10** • Completes 3 sentences by filling in the missing words **Suggested Formal Assessment Activity 1:** **Writing: (written)** • Completes 3 sentences by filling in the missing words	

TERM 2	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** Minimum time: 45 minutes per week Maximum time: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/ posters, rhymes, songs, games and real objects for the theme they have chosen.

Teachers should try to cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should allow teachers to constantly recycle simple, basic language structures as they communicate with the learners in the First Additional Language.

Teachers should make sure that they cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 6–10. The teachers should carry out the Formal Assessment Activity at the end of term.

Daily activities (30 minutes per week)

The activities vary in length. The teacher could do one longer activity or two or three short ones per week.

- Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as 'The Weather'
- Follows a short sequence of instructions, for example, 'Stand up. Walk to the door and open it.'
- Gives simple instructions, for example, 'Open the door.' 'Close the door.'
- Understands and responds to simple questions such as 'Which …?' 'Whose …?' (Whose umbrella is this?)
- Makes simple requests and statements, for example, 'It is cold. Can I have a jersey?'
- Identifies an object from a simple oral description, for example, 'It is cloudy.' *Learners must match this description with the correct picture.*)
- Talks about objects in a picture in response to teacher's instructions, for example, 'What can you see in the picture? Tell me what you can see in the picture.'
- Listens to a simple recount, for example, the teacher telling about a trip to the swimming pool on a hot day.
- With help from the teacher, gives a simple recount, for example, tells about a trip he/she went on.
- Memorises and performs simple poems, actions rhymes and songs, for example, I hear thunder, I hear thunder
- Plays language games, for example, learners work in teams – they must think of the names of clothes you wear on a hot day/cold day. The team with the most words wins.

Focussed listening and speaking activities (Minimum 15 minutes x 1per week; maximum 15 minutes x 2 per week)

Listens to stories told and read (Shared Reading)

Once or twice a week, depending on the time available, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster, for example *The Happy Raindrops,* with enjoyment and joins in choruses at the appropriate time
- Understands and responds to instructions, for example, 'Show me the cloud. Show me the sky. Count the raindrops. How many are there?'
- Answers simple literal questions about a story with short answers, for example, 'How did the raindrops know a storm was coming?'
- Names some of the things in the picture in response to questions from the teacher, for example, 'What is this?' 'A raindrop.'
- Acts out the story using some of the dialogue
- With help from the teacher, retells the story

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, weather
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, understands and begins to use the verb to be: 'It is cold'; a greater range of adjectives: windy, cloudy, rainy, warm, sunny)

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Identifies a picture from a simple oral description, for example, 'It is raining.'
- Listens to a simple recount and answers questions about it, for example, 'What did Mandla do first? What did he do next? etc.'

Weeks 6–10

- Answers some simple questions, for example, 'What is the weather like today?'
- Gives a simple oral recount, for example, 'On Sunday, I got up at 8 o'clock. I washed. Next I put on my clothes. Then I went to church.'

Suggested Formal Assessment Activity 2:

Listening and Speaking (oral and/ or practical)

- Listens to a simple recount and answers simple questions about it, for example, 'What time did Sipho wake up? What was the weather like? What did he do first? What did he do next? What did he do last?'
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom or in a picture or doing actions in response to instructions from the teacher, for example, 'Show me the umbrella. What colour is the umbrella? etc.'

TERM 2	
READING AND PHONICS	**SUGGESTED CONTACT TIME** Minimum time: 45 minutes Maximum time: 1 hour 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Phonemic awareness and phonics (15 minutes per week)

These activities should be short (5–10 minutes) and spaced out over the week. They can also be integrated with Listening and Speaking, and Reading activities.

- Identifies letter-sound relationships of all single letters
- Recognises common endings in words (e.g. 'ed', ' ing', 'y' and ' s')
- Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. f-at, p-in, r-ed) and into individual sounds (e.g. f-a-t, p-i-n, r-e-d)
- Distinguishes aurally between long and short vowel sounds, (e.g. 'not' and 'note', 'hat' and 'hate')

Shared Reading (time has been allocated under Listening and Speaking)

Shared Reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher. In Grade 2, Shared Reading will continue, but as part of Listening and Speaking.

Group Guided Reading (Minimum 30 minutes and maximum 1 hour 15 minutes per week)

Teachers who are using the maximum time for First Additional Language should divide their class into 5 same-ability reading groups and work with one group each day for 15 minutes. While the teacher is working with this group the other groups will read around the group or do paired reading, using simple familiar texts or do activities related to the reading text. The books should be very simple with repetition of structures and vocabulary and pictures to support the text.

Teachers who are using the minimum time for the First Additional Language where there is only 30 minutes available, should do a whole class guided reading activity twice a week.

- Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher
- Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)
- Reads with increasing fluency and expression
- Shows an understanding of punctuation when reading aloud
- Continues to build a sight vocabulary from the guided, shared and independent reading

Independent reading (in learners' free time at school and at home)

Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class, for example, when they have finished an activity ahead of time and at home for homework. It is important that every opportunity in class is used to develop their reading.

- Reads own and others' writing
- Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner
- Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words

ASSESSMENT

Suggestions for Informal Assessment Activities:

Phonics: (oral and/or practical)

- Distinguishes aurally between long and short vowel sounds, (e.g. 'not' and 'note', 'hat' and 'hate')

Suggested Formal Assessment Activity 2:

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

- Identifies letter-sound relationships of all single letters
- Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. f-at, p-in, r-ed) and into individual sounds (e.g. f-a-t, p-i-n, r-e-d)

Suggestions for Informal Assessment Activity:

Reading: (oral and/or practical)

- Reads aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story

Suggested Formal Assessment Activity 2:

Reading (oral and/ or practical and/or written)

- Reads Big Books or other enlarged texts with the teacher, following the teacher's pointer, using the illustrations to aid understanding
- Shows understanding of a short written story, for example, matches a caption/sentence to a picture or answers questions

TERM 2	
WRITING	**SUGGESTED CONTACT TIME** 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Writing Activities (2 or 3 times a week)

Teachers should choose from the following; they should try to cover as many of these activities as possible in the time available:

- Uses handwriting skills taught in Home Language
- Chooses and copies a caption to match a picture
- With help writes a caption for a picture
- Completes sentences by filling in missing words
- Write sentences using words containing the phonic sounds and common sight words already taught
- Uses punctuation already taught in the Home Language (capital letters and full stops)
- Builds own word bank and personal dictionary

ASSESSMENT

Suggestions for Informal Assessment Activity:

Writing: (written)

Weeks 1–5

- Completes 3 sentences by filling in the missing words

Weeks 6–10

- Writes sentences using words containing the phonic sounds and common sight words already taught
- Uses punctuation already taught in the Home Language (capital letters and full stops)

Suggested Formal Assessment Activity 2

Writing: (written)

- Writes sentences using words containing the phonic sounds and common sight words already taught
- Uses punctuation already taught in the Home Language (capital letters and full stops)

TERM 3	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** Minimum time: 45 minutes per week Maximum time: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/posters, rhymes, songs, games and objects for the theme they have chosen.

Teachers should try to cover all the activities, more than once if possible. They should assess the learners using the first Formal Assessment Activity recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language.

Teachers should try to cover all the activities, more than once if possible. They should assess the learners using the second Formal Assessment Activity at the end of term.

Daily activities (30 minutes per week)

The activities vary in length. The teacher could do one longer activity or two or three short ones.

- Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as 'Sports'
- Follows a short sequence of instructions, for example, 'Take the chalk and write your name on the board. Now take the duster and clean the board.'
- Gives simple instructions, for example, 'Kick the ball.'
- Understands and responds to simple questions such as 'Which …?' 'Whose …?' (Which sport do you like? Soccer)
- Makes simple requests and statements, for example, 'Can I go outside and play, please?'
- Identifies an object from a simple oral description, for example, 'The boy is kicking the ball.' *Learners must match this description with the correct picture.*)
- Talks about objects in a picture in response to teacher's instructions, for example, 'What can you see in the picture? Tell me what you can see in the picture.'
- Listens to a simple recount, for example, the teacher telling about a soccer match
- With help from the teacher, gives a simple recount, for example, tells about a match he/she watched
- Memorises and performs simple poems, actions rhymes and songs, for example, She'll be coming round the mountain when she comes
- Plays language games outside the classroom, for example, 'Simon Says: Simon says walk quickly. Simon says walk slowly. Walk quickly! Simon says look left. Look right! etc.'

Focussed listening and speaking activities (Minimum 15 minutes x 1per week, maximum 15 minutes x 2 per week)

Listens to stories told and read (Shared Reading)

Once or twice a week, depending on the time available, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster (e.g. Soccer) with enjoyment and joins in choruses at the appropriate time
- Understands and responds to instructions, for example, 'Show me the pitch. Show me the goal. Show me the goalkeeper. Count the players. How many are there?'
- Answers simple literal questions about the text with short answers, for example, 'Who scored the goal?'
- Names some of the things in the picture in response to questions from the teacher, for example, 'What is this?' 'The goal.'
- If it is a story, acts it out using some of the dialogue
- With help from the teacher, retells the story or gives a simple summary of the text

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, direction – left/right
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, present progressive tense: 'He is kicking the ball'; a greater range of adverbs: 'quickly', 'slowly'

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Answers simple literal questions about a story/text
- Retells the story/summarises the text orally (three or four sentences)

Weeks 6–10

- Answers some simple questions, for example, 'What sport do you like best?'
- Identifies 3 pictures from simple oral descriptions, for example, The man is playing soccer/The man is playing tennis/The man is playing cricket

Suggested Formal Assessment Activity 3:

Listening and Speaking (oral and/ or practical)

- Listens to a simple recount and answers simple questions about it, for example, 'Which team scored the first goal? Which team scored the second goal? Which team scored the third goal? Which team won?'
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom or in a picture or doing actions in response to instructions from the teacher, for example, 'Show me tennis racket/cricket bat/soccer ball, etc.'

Suggested Formal Assessment Activity 4:

Listening and Speaking (oral and/ or practical)

- Gives a simple oral recount, for example, a report of what happened in a football match
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom or in a picture or doing actions in response to instructions from the teacher, for example, 'Show me the captain of the team.' 'Point to the goalkeeper.'

TERM 3	
READING AND PHONICS	**SUGGESTED CONTACT TIME** Minimum time: 45 minutes per week Maximum time: 1 hour 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Phonemic awareness and phonics (15 minutes per week)

Teachers continue building short, familiar words. They introduce some common digraphs, firstly at the beginning and then at the end of words. They should try to use words that learners already know and use the words in simple sentences. These activities should be short (5–10 minutes) and spaced out over the week. They can also be integrated with Listening and Speaking, and Reading activities.

- Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. p-ig, h-en)
- Groups common words into word families (e.g. bin, pin, tin)
- Recognises common endings in words 'ing' and 'ed'
- Recognises common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words

Shared Reading (time has been allocated under Listening and Speaking)

Shared Reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher. In Grade 2, Shared Reading will continue, but as part of Listening and Speaking

Group Guided Reading (Minimum 30 minutes and maximum 1 hour 15 minutes per week)

Teachers who are using the maximum time for First Additional Language should divide their class into 5 same-ability reading groups and work with one group each day for 15 minutes. While the teacher is working with this group the other groups will read around the group or do paired reading, using simple familiar texts and/or do activities related to the reading text. The books should be very simple with repetition of structures and vocabulary and pictures to support the text.

Teachers who are using the minimum time for the First Additional Language where there is only 30 minutes available, should do a whole class guided reading activity twice a week.

- Reads aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher
- Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)
- Reads with increasing fluency and expression
- Shows an understanding of punctuation when reading aloud
- Continues to build a sight vocabulary from the guided, shared and independent reading

Independent reading (in learners' free time at school and at home)

Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class (i.e. when they have finished an activity ahead of time) and at home (e.g. for homework). It is important that every opportunity in class is used to develop their reading.

- Reads own and others' writing
- Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner
- Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words

ASSESSMENT

Suggested Formal Assessment Activity 3:

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

- Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. p-ig, h-en)
- Groups common words into word families (e.g. bin, pin, tin)
- Recognises common endings in words 'ing' and 'ed'

Reading (oral and/ or practical)

- Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story
- Shows understanding of a short written story, for example, sequences pictures, matches captions/sentences to pictures)

Suggested Formal Assessment Activity 4:

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

- Recognises common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words

Reading (oral and/ or practical)

- Reads a short written text with the teacher and answers short, oral questions about the story

TERM 3	
WRITING	**SUGGESTED CONTACT TIME** 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Writing Activities (2 or 3 times a week)

The teacher should try to cover as many as possible of the following in the time available:

- Uses handwriting skills taught in Home Language
- Writes a caption for a picture
- Completes sentences by filling in missing words
- Writes sentences using words containing the phonic sounds and common sight words already taught
- Writes sentences using a frame, for example, I like _____. I do not like _____.
- Writes familiar words and sentences from dictation
- Writes some short, simple texts already taught in the Home Language, for example, a message on a get well card
- Uses some nouns and pronouns (I, you, he, she, it, etc.) in writing
- Spells words correctly from memory, for example, went, play, car, or using phonic knowledge, for example, net, pet, lip, sip ,tip
- Uses a children's dictionary where necessary
- Uses punctuation already taught in the Home Language (capital letters and full stops)
- Builds own word bank and personal dictionary

ASSESSMENT

Suggested Formal Assessment Activity 3:

Writing: (written)

- Writes a caption for a picture, for example, The cow is eating grass.
- Writes a sentence using a frame, for example, I like _____. I do not like _____.

Suggested Formal Assessment Activity 4:

Writing: (written)

- Writes a sentence from dictation; punctuates the sentence
- Writes and illustrates a get well card

TERM 4

LISTENING AND SPEAKING (ORAL)	SUGGESTED CONTACT TIME Minimum time: 45 minutes per week Maximum time: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/ posters, rhymes, songs, games and real objects for the theme they have chosen. They should try to cover all the activities, more than once if possible.

The teacher should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language.

Teachers should try to cover all the activities, more than once if possible. Teachers should assess the learners using the Informal Assessment Activities recommended for Weeks 6–10. They should carry out the Formal Assessment Activity at the end of term.

Daily activities (30 minutes per week)

The activities vary in length. The teacher could do one longer activity or two or three short activities.

- Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as 'Seasons'
- Follows a short sequence of instructions, for example, 'Come and sit at the front of the classroom'.
- Gives simple instructions, for example, 'Clap your hands.'
- Understands and responds to simple questions such as 'Which …?' 'Whose …?' (Which season do you like best? Summer.)
- Makes simple requests and statements, for example, 'Can I pack up my books?'
- Identifies an object from a simple oral description, for example, 'It is summer. The sun is shining. The flowers are in bloom. The children are wearing shorts and sandals.' *Learners must match this description with the correct picture.*
- Talks about objects in a picture in response to teacher's instructions (What can you see in the picture? Tell me what you can see in the picture.)
- Listens to a simple recount, for example, the teacher telling about what she did on a shopping trip
- With help from the teacher, gives a simple recount, for example, learners tell the teacher about something they did
- Memorises and performs simple poems, actions rhymes and songs, for example, The summer sun is shining
- Plays language games, for example, I spy with my little eye something beginning with ……

Focussed listening and speaking activities (Minimum 15 minutes x 1, maximum 15 minutes x 2 per week)

Listens to stories told and read (Shared Reading)

Once or twice a week, depending on the time available, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster, for example *Winter,* with enjoyment and joins in choruses at the appropriate time
- Understands and responds to instructions, for example, 'Show me the trees. Have they got any leaves? What time of year is it?'

- Answers simple literal questions about the text with short answers, for example, 'What happens to the trees in winter?'
- Names some of the things in the picture in response to questions from the teacher, for example, 'What is this?' 'Snow.'
- If it is a story, acts it out using some of the dialogue
- With help from the teacher, retells the story or gives a simple summary of the text

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, change/cycles – the seasons
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, understands and begins to use the verb to be: It is summer; a greater range of adjectives: cool, dry and adverbs: softly

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Answers simple literal questions about a story/text
- Retells the story/summarises the text orally (three or four sentences)

Weeks 6–10

- Answers some simple questions, for example, 'What season do you like best?'
- Identifies three pictures from simple oral descriptions, for example, 'It is summer. The sun is shining. /It is winter. There are no leaves on the trees. /It is spring. The bird is making its nest.'

Suggested Formal Assessment Activity 5:

Listening and Speaking (oral and/ or practical)

- Listens to a simple recount, for example My summer holidays, and answers simple questions about it such as Where did Thandi go for her summer holidays? What did she do when she got there? What did she do next? etc.
- Using a frame, gives a simple recount in 3 or 4 sentences
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom or in a picture or doing actions in response to instructions from the teacher, for example, 'Show me a tennis racket/cricket bat/soccer ball, etc.'
- Understands at least 500 words if minimum time for First Additional Language is being used, and up to 1,000 words where the maximum time for First Additional Language is being used (use the word list in Section 3 for guidance)

TERM 4	
READING AND PHONICS	**SUGGESTED CONTACT TIME** Minimum time: 45 minutes per week Maximum time: 1 hour per week

CONTENT/CONCEPTS/SKILLS

Phonemic awareness and phonics (15 minutes per week)

Teachers introduce some common consonant blends and vowel digraphs, using words that learners already know or high frequency words. When introducing a new word they should make sure learners understand the meaning and use it in a sentence. These activities should be short (5–10 minutes) and spaced out over the week. They can also be integrated with Listening and Speaking, and Reading activities.

- Groups common words into word families (e.g. hug, mug, jug; bag, rag, wag; hip, tip, rip)
- Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)
- Recognises vowel digraphs (e.g. oo as in boot, ee as in feet)
- Distinguishes aurally between sounds that are often confused (e.g. 'i' and 'e')

Shared Reading (time has been allocated under Listening and Speaking)

Shared reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher. In Grade 2, Shared Reading will continue, but as part of Listening and Speaking.

Group Guided Reading (minimum 30 minutes and maximum 1 hour 15 minutes per week)

Teachers who are using the maximum time for First Additional Language should divide their class into 5 same-ability reading groups and work with one group each day for 15 minutes. While the teacher is working with this group the other groups will read around the group or do paired reading using simple familiar texts or do activities related to the reading text. The books should be very simple with repetition of structures and vocabulary and pictures to support the text.

Teachers who are using the minimum time for the First Additional Language where there is only 30 minutes available, should do a whole class guided reading activity twice a week.

- Reads aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher
- Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)
- Reads with increasing fluency and expression
- Shows an understanding of punctuation when reading aloud
- Continues to build a sight vocabulary from the guided, shared and independent reading

Independent reading (in learners' free time at school and at home)

Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class, for example, when they have finished an activity ahead of time and at home for homework. It is important that every opportunity in class is used to develop their reading.

- Reads own and others' writing
- Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner
- Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words

ASSESSMENT

Suggestions for Formal Assessment Activities:

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

- Groups common words into word families (e.g. hug, mug, jug; bag, rag, wag; hip, tip, rip)
- Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)
- Recognises vowel digraphs (e.g. oo as in boot, ee as in feet)

Suggestions for Informal Assessment Activities:

Reading: (oral and/or practical)

- Retells part of a story with help from the teacher (2–3 sentences)

Suggested Formal Assessment Activity 5:

Reading (oral and/ or practical)

- Makes sense of a short written story with pictures, for example, by sequencing pictures or matching a caption/sentence to a picture
- Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction and answering short, oral questions about the story
- Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story

TERM 4	
WRITING	**SUGGESTED CONTACT TIME** 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Writing Activities (2 or 3 times a week)

The teacher should try to cover as many as possible of the following in the time available:

- Uses handwriting skills taught in Home Language
- Writes sentences using words containing the phonic sounds and common sight words already taught
- Writes familiar words and sentences from dictation
- Puts jumbled sentences in the right order to make a paragraph and copies it
- Writes a paragraph of at least 3 sentences on a familiar topic
- Using skills taught in Home Language, organises information in a simple graphic form (e.g. chart or time line)
- Uses some nouns and pronouns (I, you, he, she, it, etc.) when writing
- Uses simple present, present progressive and past tenses when writing
- Uses plurals of some familiar words when writing
- Spells words correctly from memory, for example, went, play, car, or using phonic knowledge, for example, net, pet, lip, sip ,tip
- Uses a children's dictionary where necessary
- Uses punctuation already taught in the Home Language (capital letters and full stops)
- Builds own word bank and personal dictionary

ASSESSMENT

Suggested Informal Assessment Activity:

Writing: (written)

- Writes five sentences from dictation and punctuates them correctly
- Puts jumbled sentences in the right order to make a paragraph and copies it

Suggested Formal Assessment Activity 5:

Writing: (written)

- Writes a paragraph of at least three sentences on a familiar topic
- Organises information in a simple graphic form, for example, chart or time line

RECOMMENDED TEXTS/RESOURCES FOR THE YEAR

LISTENING AND SPEAKING

- Pictures and posters
- Objects related to the themes and topics, puppets, masks etc.
- Pictures to sequence
- Improvised costumes for role-play and acting out the stories
- Compact discs or audio tapes with stories (read or told), poems, rhymes and songs, CD player or tape recorder, television and video tapes/DVDs
- Storybooks and oral stories
- Poems, songs and rhymes
- Language games (oral)

READING AND PHONICS

- Pictures and posters
- Big Books – both fiction and non-fiction
- Recommended reading scheme (7 – 10 stories)
- Other enlarged texts (poems, songs, rhymes etc.)
- Picture books with captions (caption books)
- Short 'fun' books with 1 – 2 sentences on a page for the reading corner
- Flash card labels for classroom items, displays and for sight words
- Alphabet charts
- Pointers to use when reading enlarged texts, wall stories, displays
- Children's picture dictionaries (monolingual and bilingual)

WRITING AND HANDWRITING

- Writing materials such as pencils, coloured pencils, wax crayons, blank paper in various sizes (A3, A4, A5), ruler, eraser, blank jotters)
- Flipchart paper and thick Koki pens

GRADE 3 FIRST ADDITIONAL LANGUAGE ENGLISH REQUIREMENTS PER TERM	
TERM 1	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** 1 hour per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/ posters, rhymes, songs, games and real objects for the theme they have chosen. They should try to cover as many activities as possible in the time available.

The teacher should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow the teacher to recycle simple, basic language structures and vocabulary as she communicates with the learners in the First Additional Language.

Teachers should make sure that they cover all the activities, more than once if possible. They should assess the learners using the Informal Assessment Activities recommended for Weeks 6–10. The teachers should carry out the Formal Assessment Activity at the end of term.

Daily activities (30 minutes per week)

The activities vary in length. The teacher could do one longer activity or two or three short ones per week.

- Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as 'Wild Animals'
- Follows instructions, for example, 'Take out your exercise books and pencils. Write the date in the top right hand corner.'
- Gives simple instructions, for example, 'Hold my hand.'
- Understands and responds to simple questions such as 'When …?' 'Why …?' 'Where'? (Where did you see a zebra? When did you see it? In the bush. Last year.)
- Asks for clarification, for example, 'I don't understand. Please say that again.'
- Responds to and makes requests, for example, 'Can I use the dictionary, please?'
- Participates in a short conversation on a familiar topic, for example, the weather, my family
- Identifies an object from a simple oral description, for example, 'I am a very big animal. I am grey. My skin is rough. I have sharp tusks and a long trunk. Who am I?'
- Talks about objects in a picture or photograph in response to teacher's instructions, for example, 'What can you see in the photo? Tell me what you can see in the photo.'
- Listens to a simple recount, for example, the teacher telling about a trip to the zoo
- With help from the teacher, gives a simple recount, for example, learner tells the teacher about something he/she did
- Understands and uses language structures in context, for example, past tense "I saw a giraffe.'
- Memorises and performs simple poems, action rhymes and songs, for example, The animals went in two by two
- Plays language games, for example, Guess who I am ……

Focussed listening and speaking activities (30 minutes per week)

Listens to stories told and read (Shared Reading)

Twice a week, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

- Listens to short stories, personal recounts or non-fiction texts (for example, factual recounts, instructions, information reports) told or read from a Big Book or illustrated poster for enjoyment
- Listens to stories, for example How the Giraffe got its Long Neck, and personal recounts and answers comprehension questions such as 'How did the giraffe get its long neck?'
- Predicts what will happen next in a story or personal recount (What do you think will happen to the Giraffe now?)
- Expresses feelings about the story (Did you like the story? Why/Why not?)
- Retells the story
- Listens to a non-fiction text such as a factual recount or information report on elephants and answers comprehension questions, for example, What does an elephant eat? What does it use its trunk for?
- With the teacher's help, gives a simple summary of the non-fiction text

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, animals – physical appearance, habitat, etc.
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, countable and uncountable nouns such as 'elephants'/'water'; articles 'a' and 'the'; the simple present tense 'My skin is rough'; past tense "I saw a giraffe'.)

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Understands and responds to simple questions such as 'When ….?' 'Why ….?
- Identifies an object from a simple oral description, for example, 'I am a very big animal. I have a very long neck. I can eat the leaves at the tops of trees. Who am I?'

Weeks 6–10

- Retells a story orally
- Participates in a conversation on a familiar topic

Suggested Formal Assessment Activity 1:

Listening and Speaking (oral and/ or practical)

- Listens to a non-fiction text such as a factual recount or information report and answers comprehension questions orally
- Gives a simple oral summary of 3 or 4 sentences of a non-fiction text
- Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, 'What's that?' 'Point to the elephant's tusks'.

TERM 1

READING AND PHONICS	SUGGESTED CONTACT TIME Minimum time: 1 hour Maximum time: 1 hour 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Phonics (15 minutes per week)

The teacher revises single letters and some common consonant digraphs, using words that learners already know or high frequency words. When introducing a new word, she makes sure learners understand the meaning and use it in a sentence. She provides aural activities that require learners to identify the sounds of First Additional Language words they know. These activities should be short (5–10 minutes) and spaced out over the week. They can also be integrated with Listening and Speaking, and Reading activities.

Weeks 1 – 5

- Identifies letter-sound relationships of all single letters, recognising differences in pronunciation between Home and First Additional Language.
- Recognises consonant digraphs (‘sh’, ‘ch’, ‘th’, ‘wh’) at the beginning of a word (e.g. sh-ip, ch-ip, th-in, wh-en)
- Distinguishes between different vowel sounds aurally (e.g. the ‘u’ in put and ‘u’ in bus make different sounds.)
- Builds and sounds out short (3 and 4-letter) words using sounds learnt.

Weeks 6 – 10

- Recognises consonant digraphs (‘sh’, ‘ch’, ‘th’) at the end of a word (e.g. fi-sh, ri-ch, wi-th)
- Recognises vowel diagraphs (e.g. ‘oo’ as in boot, ‘oa’ as in boat)
- Builds and sounds out short (3 and 4-letter) words using sounds learnt

Shared Reading (time has been allocated under Listening and Speaking)

Shared reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher. In Grade 3, Shared Reading will continue, but as part of Listening and Speaking

- Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction
- Answers literal questions about a story, for example, ‘What did the boy do at school?’
- Describes how a story made him/her feel, code switching if necessary

Group Guided Reading (Minimum 45 minutes, maximum 1 hour 15 minutes per week)

Where teachers are using maximum time for the First Additional Language, they should divide their class into 5 same-ability reading groups. They should use graded reading schemes and make sure each group is working with texts at the instructional level (word recognition between 90%–95% accuracy). The teacher should work with one group each day for 15 minutes. While she is working with this group, the other learners will do paired reading or independent reading or activities related to the reading text.

Where teachers are using minimum time for the First Additional Language, they should do whole class guided reading three times a week.

- Reads aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher
- Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)
- Reads with increasing fluency and expression
- Shows an understanding of punctuation when reading aloud
- Continues to build a sight vocabulary from the guided, shared and independent reading

Independent reading (in learners' free time at school and at home)

Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class, for example, if the teacher is working with the Guided Reading group, or when they have finished an activity ahead of time. It is important that every opportunity in class is used to develop their reading. Learners should also be encouraged to read at home for homework.

- Reads own and others' writing
- Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner
- Reads familiar poems and rhymes
- Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words

ASSESSMENT

Suggestions for Informal Assessment Activities:

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

- Builds and sounds out short (3 and 4-letter) words using sounds learnt.

Suggested Formal Assessment Activity 1:

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

- Identifies letter-sound relationships of all single letters, recognising differences in pronunciation between Home and First Additional Language
- Recognises consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning of a word (e.g. sh-ip, ch-ip, th-in, wh-en)
- Recognises consonant digraphs ('sh', 'ch', 'th') at the end of a word (e.g. fi-sh, ri-ch, wi-th)

Suggestions for Informal Assessment Activities:

Reading: (oral and/or practical)

Shared Reading

- Reads a short story (a Big Book or other enlarged text) with the teacher, using the title for prediction
- Answers literal questions about a story, for example, 'What happened when the giraffe began to drink?'

Group Guided Reading

- Demonstrates comprehension and fluency when reading at own level with the teacher

Independent Reading

- Demonstrates comprehension and fluency when reading independently

Suggested Formal Assessment Activity 1:

Reading (oral and/ or practical)

Shared Reading

- Retells a story or summarises a non-fiction text

Group Guided Reading

- Reads stories in a guided reading group at own level with teacher. The whole group reads same story
- Uses sight words, phonics and comprehension skills to make meaning

TERM 1	
WRITING **LANGUAGE USE**	**SUGGESTED CONTACT TIME** **Writing:** Minimum time: 30 minutes per week Maximum time: 1 hour per week **Language use:** 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Writing Activities (minimum 30 minutes, maximum 1 hour per week)

One or two main writing activities where maximum time is being used and one activity where minimum time is being used

- Uses handwriting skills taught in Home Language
- Writes increasingly complex lists with headings, for example, Wild Animals: elephants, giraffes, lions, zebras
- Writes a simple text, for example, a birthday card
- With guidance, writes a simple set of instructions, for example, a recipe
- Writes a paragraph of 4–6 sentences on a familiar topic
- Uses the writing process (drafting, writing, editing and publishing)
- Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas)
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Builds own word bank and personal dictionary
- Uses children's dictionaries (monolingual and bilingual)

Language Use Activities (30 minutes per week)

In these activities learners will begin to focus on grammar in use. Grammar should be taught in a meaningful context.

- Understands and uses the simple present tense
- Understands and uses 'There is/are' For example, There is a book on the table.
- Understands and uses the possessive form of nouns, for example, the book's cover
- Revises some of the grammar covered informally in Grades R to 2

ASSESSMENT

Suggestions for Informal Assessment Activities:

Writing: (written)

- With support, writes a simple set of instructions

Suggested Formal Assessment Activity 1

Writing: (written)

- Writes a paragraph of 4–6 sentences on a familiar topic

Suggestions for Informal Assessment Activities:

Language Use: (written)

- Writes meaningful captions for pictures using the frame: There is _____. There are _____.
- Writes meaningful sentences using the possessive form of nouns with some accuracy

Suggested Formal Assessment Activity 1

Writing: (written)

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

TERM 2	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** 1 hour per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/posters, rhymes, songs, games and real objects for the theme they have chosen.

Teachers should try to cover as many activities as possible in the time available. They should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should also allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language.

Teachers should try to cover as many activities as possible in the time available. They should assess the learners using the Informal Assessment Activities recommended for Weeks 6–10. They should carry out the Formal Assessment Activities.

Daily activities (30 minutes per week)

The activities vary in length. The teacher could do one longer activity or two or three short ones per week.

- Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as 'Growing Things'
- Follows instructions, for example, 'Put some soil in the pot almost to the top. Then put the seed in. Then cover the seed with a bit of soil. Lastly, water the seed.'
- Gives simple instructions, for example, 'Now water the seed.'
- Understands and responds to simple questions such as 'When …?' 'Why …?' 'What …?' , for example, 'What do you think the seed will grow into?'
- Asks for clarification, for example, I don't understand. Please explain it again.
- Responds to and makes requests, for example, 'Can I use the dictionary, please?'
- Participates in a short conversation on a familiar topic, for example, their friends and what they are doing
- Identifies an object from a simple oral description, for example, 'I am small and hard. If you give me soil and water, I grow into a plant. What am I?'
- Talks about objects in a picture or photograph in response to teacher's instructions, for example, 'What can you see in the photo? Tell me what you can see in the photo.'
- Listens to a simple recount, for example, the teacher tells about growing a plant. 'First I put some soil in a pot almost to the top. Then I put the seed in the pot and covered it with soil. After that I watered the seed. Then I watched the plant grow.'
- Gives a simple oral recount, for example, tells about planting a seed and growing a plant
- Understands and uses language structures in context, for example, past tense: I <u>watered</u> the seed; prepositions: I put the seed <u>in</u> a pot
- Memorises and performs simple poems, action rhymes and songs, for example, 'We are going to plant a bean in our little garden green.'
- Plays language games, for example, I spy with my little eye ……

Focussed listening and speaking (30 minutes per week)

Listens to stories told and read (Shared Reading)

Twice a week, depending on the time available, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

- Listens to short stories, personal recounts or non-fiction texts, for example, factual recounts, instructions, information reports, told or read from a Big Book or illustrated poster for enjoyment
- Listens to stories (e.g. The Enormous Turnip) and personal recounts and answers comprehension questions, for example, 'How did they pull the turnip out of the ground?'
- Predicts what will happen next in a story or personal recount (What do you think will happen next?)
- Expresses feelings about the story (Did you like the story? Why/Why not?)
- Retells the story
- Listens to a non-fiction text such as a factual recount or information report, for example Growing Plants, and answers comprehension questions, for example, 'What do you need to grow a plant?'
- With the teacher's help, gives a simple summary of the non-fiction text

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, describing processes – life cycle
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, countable and uncountable nouns such as 'seed'/'water'; articles 'a' and 'the'; prepositions such as in a pot

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Talks about a picture or photograph
- Participates in a short conversation on a familiar topic

Weeks 6–10

- Listens to a simple oral recount
- Gives a simple oral recount

Suggested Formal Assessment Activity 2:

Listening and Speaking (oral and/ or practical)

- Listens to a non-fiction text and answers comprehension questions orally
- Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, 'What's that?' 'Point to the roots.'

Suggested Formal Assessment Activity 3:

Listening and Speaking (oral and/or practical)

- Listens to a story and retells it
- Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, 'What's that?' 'Point to the roots.'

TERM 2	
READING AND PHONICS	**SUGGESTED CONTACT TIME** Minimum time: 1 hour per week Maximum time: 1 hour 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Phonics (15 minutes per week)

The teacher Introduces common vowel digraphs, consonant blends and the silent 'e', using words that learners already know or high frequency words. When introducing a new word, the teacher makes sure learners understand the meaning and can use it in a sentence. She provides aural activities that require learners to recognise words that rhyme. These activities should be short (5–10 minutes) and spaced out over the week. They can also be integrated with Listening and Speaking, and Reading activities.

Weeks 1 – 5

- Recognises at least three new vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book etc.)
- Recognises silent 'e' in words (e.g. cake, time, hope, note)
- Builds and sounds out words using sounds learnt

Weeks 6 – 10

- Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk, bla-ck, ch-op, cl-ap)
- Recognises known rhyming words (e.g. fly, sky, dry, cry, try)
- Distinguishes between long and short vowel sounds orally as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit'
- Builds and sounds out words using sounds learnt

Shared Reading (Time has been allocated under Listening and Speaking)

Shared reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher. In Grade 3, Shared Reading will continue, but as part of Listening and Speaking

- Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction
- Answers literal questions about a story, for example, 'Who grew the enormous turnip?'
- Describes how a story made him/her feel, code switching if necessary

Group Guided Reading (Minimum 45 minutes, maximum 1 hour 15 minutes per week)

Where teachers are using maximum time for the First Additional Language, they should divide their class into 5 same-ability reading groups. They should use graded reading schemes and make sure each group is working with texts at the instructional level (word recognition between 90%–95% accuracy). The teacher should work with one group each day for 15 minutes. While she is working with this group, the other learners will do paired reading or independent reading or do activities related to the reading text.

Where teachers are using minimum time for the First Additional Language, they should do whole class guided reading three times a week.

- Reads aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher
- Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)
- Reads with increasing fluency and expression
- Shows an understanding of punctuation when reading aloud
- Continues to build a sight vocabulary from the guided, shared and independent reading

Independent reading (in learners' free time at school and at home)

Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class, for example, if the teacher is working with the Guided Reading group, or when they have finished an activity ahead of time. It is important that every opportunity in class is used to develop their reading. Learners should also be encouraged to read at home for homework.

- Reads own and others' writing
- Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner
- Reads familiar poems and rhymes
- Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words

ASSESSMENT

Suggestions for Informal Assessment Activities:

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

- Distinguishes between long and short vowel sounds orally as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit'

Suggested Formal Assessment Activity 2:

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

- Recognises at least three new vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book etc.)
- Recognises silent 'e' in words (e.g. cake, time, hope, note)

Suggested Formal Assessment Activity 3:

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

- Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk, bla-ck, ch-op, cl-ap)
- Builds and sounds out words using sounds learnt

Suggestions for Informal Assessment Activities:

Reading: (oral and/or practical)

Shared reading

- Answers short oral questions about the text
- Retells part of the story with the help of the teacher

Group Guided Reading

- Demonstrates comprehension and fluency when reading at own level with the teacher

Suggested Formal Assessment Activity

Reading (oral and/ or practical)

Shared Reading

- Answers literal questions about a story or non-fiction text, for example, 'What is the first thing that happens to the bean seed when it grows?'

Group Guided Reading

- Demonstrates comprehension and fluency when reading at own level with the teacher

Paired/Independent reading

- Demonstrates comprehension and fluency when reading independently

TERM 2	
WRITING **LANGUAGE USE**	**SUGGESTED CONTACT TIME** **Writing:** Minimum time: 30 minutes per week Maximum time: 1 hour per week **Language use:** 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Writing Activities (Minimum 30 minutes, maximum 1 hour per week)

One or two main writing activities where maximum time is being used and one activity where minimum time is being used

- Uses handwriting skills taught in Home Language
- Writes increasingly complex lists with headings, for example, Things plants need: water, soil, air, sunlight
- With guidance, writes a simple set of instructions, for example, how to grow a plant
- Writes a paragraph of 4–6 sentences on a familiar topic
- Organises information in a chart, table or bar graph, for example, the life cycle of a plant
- Uses the writing process (drafting, writing, editing and publishing)
- Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas)
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Builds own word bank and personal dictionary
- Uses children's dictionaries (monolingual and bilingual)

Language Use Activities (30 minutes per week)

In these activities learners will begin to focus on grammar in use. Grammar should be taught in a meaningful context.

- Understands and uses the present progressive, for example, 'We are planting a seed'
- Countable and uncountable nouns, for example, bottles/water
- Revises some of the grammar covered informally in Grades R to 2

ASSESSMENT

Suggestions for Informal Assessment Activities:

Writing: (written)

- Organises information in a chart, table or bar graph

Suggested Formal Assessment Activity 2

Writing: (written)

- Writes a paragraph of 6–8 sentences on a familiar topic

Suggested Formal Assessment Activity 3

- With support, writes a simple set of instructions, for example, a recipe

Suggestions for Informal Assessment Activities:

Language Use: (written)

- Writes meaningful sentences using countable and uncountable nouns with some accuracy

Suggested Formal Assessment Activity 2

Language Use: (written)

- Completes sentences using the present progressive tense

Suggested Formal Assessment Activity 3

Language Use: (written)

- Writes meaningful sentences in the present progressive tense with some accuracy

TERM 3	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** 1 hour per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/ posters, rhymes, songs, games and real objects for the theme they have chosen. They should try to cover as many activities as possible in the time available.

Teachers should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should also allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language.

Teachers should try to cover as many activities as possible in the time available. They should assess learners using the Informal Assessment Activities recommended for Weeks 6–10. They should carry out the Formal Assessment Activities.

Daily activities (30 minutes per week)

- Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as 'Making Things'
- Follows instructions, for example, 'You will need some paper, koki pens, a pair of scissors and some string to tie the mask on. First draw the shape of your face. Next …. etc.'
- Gives simple instructions, for example, 'Colour it yellow.'
- Understands and responds to simple questions such as 'When …?' 'Why …?' 'How …?' (e.g. 'How do you make a scary mask?')
- Asks for clarification, for example, 'I don't understand. Can you help me, please?'
- Responds to and makes requests, for example, 'Can I use the dictionary, please?'
- Participates in a short conversation on a familiar topic, for example, what is going on in the community
- Identifies an object from a simple oral description, for example, puts pictures in the right order after listening to instructions on how to make a mask
- Talks about objects in a picture or photograph in response to teacher's instructions, for example, 'What can you see in the photo? Tell me what you can see in the photo.'
- Listens to a simple recount, for example, the teacher tells how she made the scary mask: 'First I drew the shape of my face. Then I drew eyes, nose and a mouth etc.'
- Gives a simple oral recount, for example, tells about making a mask
- Understands and uses language structures in context, for example, demonstrative pronouns: 'Please give me <u>that</u>.'
- Memorises and performs simple poems, action rhymes and songs, for example, 'There's a ghost in our house!'
- Plays language games, for example, I spy with my little eye ……

Focussed listening and speaking (30 minutes per week)

Listens to stories told and read (Shared Reading)

Twice a week, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

- Listens to short stories, personal recounts or non-fiction texts (e.g. factual recounts, instructions, information reports) told or read from a Big Book or illustrated poster for enjoyment
- Listens to stories (e.g. The Friendly Ghost) and personal recounts and answers comprehension questions, for example, 'Could people see the friendly ghost?'
- Predicts what will happen next in a story or personal recount (What do you think will happen next?)
- Expresses feelings about the story (Did you like the story? Why/Why not?)
- Retells the story
- Listens to a non-fiction text such as a procedural text, for example, how to make a mask and answers comprehension questions (What do you need to make a mask?)
- With the teacher's help, gives a simple summary of the non-fiction text

Development of concepts and vocabulary

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, describing processes; making things
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, past tense; countable and uncountable nouns: 'masks'/'paper'; articles: 'a' and 'the'; prepositions: in/on; demonstrative pronouns: 'Please give me that'

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Follows and gives instructions

Weeks 6–10

- Listens to a short oral recount
- Gives a short oral recount

Suggested Formal Assessment Activity 4:

Listening and Speaking (oral and/ or practical)

- Listens to a story and answers comprehension questions orally
- Retells the story
- Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, 'What's that?' 'Point to the ghost.'

Suggested Formal Assessment Activity 5:

Listening and Speaking (oral and/or practical)

- Gives an oral recount of a recent experience

TERM 3	
READING AND PHONICS	**SUGGESTED CONTACT TIME** Minimum time: 1 hour per week Maximum time: 1 hour 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Phonics (15 minutes per week)

The teacher Introduces new vowel digraphs and consonant blends, using words that learners already know or high frequency words. When introducing a new word, she makes sure learners understand the meaning and can use it in a sentence. She provides aural activities that require learners to recognise differences between sound/spelling relationships in home and additional language. These activities should be short (5–10 minutes) and spaced out over the week. They can also be integrated with Listening and Speaking, and Reading activities.

Weeks 1 – 5

- Distinguishes between different vowel sounds aurally (e.g. 'bird' and 'bed'; 'ship' and 'sheep')
- Recognises some differences between sound/spelling relationships in home and additional language (e.g. '*tha*tha' and '*th*in')
- Recognises at least five new vowel digraphs (e.g. 'ai' as in pain, 'ay' as in pay, 'oi' as in coin, 'oy' as in toy, 'ou' as in round)
- Builds and sounds out words using sounds learnt

Weeks 6 – 10

- Distinguishes between different vowel sounds aurally (e.g. 'bad' and 'bed'; 'ship' and 'chip')
- Recognises some differences between sound/spelling relationships in home and additional language (e.g. 'cat' and 'icici')
- Recognises three-letter consonant blends at the beginning and end of words (e.g. str-, scr-, -tch, -nch)
- Recognises consonant digraphs in a word (e.g. 'ph', 'll', 'ss', 'ff')
- Builds and sounds out words using sounds learnt

Shared Reading (Time has been allocated under Listening and Speaking)

Shared Reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher. In Grade 3, Shared Reading will continue, but as part of Listening and Speaking

- Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction
- Answers literal questions about a story, for example, 'Could people see the friendly ghost?'
- Describes how a story made him/her feel, code switching if necessary

Group Guided Reading (Minimum 45 minutes, maximum 1 hour 15 minutes)

Where teachers are using maximum time for the First Additional Language, they should divide their class into 5 same-ability reading groups. They should use graded reading schemes and make sure each group is working with texts at the instructional level (word recognition between 90%–95% accuracy). The teacher should work with one group each day for 15 minutes. While she is working with this group, the other learners will do paired reading or independent reading or activities related to the reading text.

Where teachers are using minimum time for the First Additional Language, they should do whole class guided reading three times a week.

- Reads aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher

- Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)
- Reads with increasing fluency and expression
- Shows an understanding of punctuation when reading aloud
- Continues to build a sight vocabulary from the guided, shared and independent reading

Independent reading (in learners' free time at school and at home)

Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class, for example, if the teacher is working with the Guided Reading group, or when they have finished an activity ahead of time. It is important that every opportunity in class is used to develop their reading. Learners should also be encouraged to read at home for homework.

- Reads own and others' writing
- Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner
- Reads familiar poems and rhymes
- Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words

ASSESSMENT

Suggestions for Informal Assessment Activities:

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

- Recognises some differences between sound/spelling relationships in home and additional language, for example, 'thatha and 'that'

Formal Assessment Activity 4:

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

- Distinguishes between different vowel sounds aurally, for example, 'bird' and 'bed'; 'ship' and 'sheep'
- Recognises at least five new vowel digraphs, for example, 'ai' as in pain, 'ay' as in pay, 'oi' as in coin, 'oy' as in toy, 'ou' as in round

Formal Assessment Activity 5:

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

- Recognises three-letter consonant blends at the beginning and end of words (e.g. str-, scr-, -tch, -nch)
- Recognises consonant digraphs in a word (e.g. 'ph', 'll', 'ss', 'ff')
- Builds and sounds out words using sounds learnt

Suggestions for Informal Assessment Activities:

Reading: (oral and/or practical)

Shared reading

- Answers short oral questions about the text
- Retells part of the story with the help of the teacher

Group Guided Reading

- Demonstrates comprehension and fluency when reading at own level with the teacher

Suggested Formal Assessment Activities 4 and 5

Reading (oral and/ or practical)

Shared Reading

- Answers literal questions about a story or non-fiction text, for example, 'Could people see the Friendly Ghost?' 'Why couldn't they see the Friendly Ghost?'

Group Guided Reading

- Demonstrates comprehension and fluency when reading at own level with the teacher

Paired/Independent reading

- Demonstrates comprehension and fluency when reading independently

TERM 3	
WRITING **LANGUAGE USE**	**SUGGESTED CONTACT TIME** **Writing:** Minimum time: 30 minutes per week Maximum time: 1 hour per week **Language Use:** 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Writing Activities (minimum 30 minutes, maximum 1 hour per week)

One or two main writing activities a week where maximum time is being used and at least one activity per week where minimum time is being used

- Uses handwriting skills taught in Home Language
- Writes increasingly complex lists with headings, for example, Things you need to make a mask: paper, koki pens, scissors, string
- Writes a paragraph of 4–6 sentences on a familiar topic
- Organises information in a chart, table or bar graph, for example, story board of making a mask
- With guidance, writes a personal recount of experiences, for example, 'Yesterday I made a mask. First I ….. Then I ….. Next I ….. Finally I …….'
- Uses the writing process (drafting, writing and editing)
- Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas)
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Uses past tense with increasing accuracy
- Builds own word bank and personal dictionary
- Uses children's dictionaries (monolingual and bilingual)

Language Use Activities (30 minutes per week)

In these activities learners will begin to focus on grammar in use. Grammar should be taught in a meaningful context.

- Understands and uses the past tense, for example, 'Yesterday I made a mask.'
- Understands and uses countable and uncountable nouns (revision)
- Understands and uses the articles 'a' and 'the' with nouns, for example, a bottle/the bottle, water/the water
- Revises some of the grammar covered informally in Grades R to 2

ASSESSMENT

Suggestions for Informal Assessment Activities:

Writing: (written)

- Organises information in a chart, table or bar graph, for example, story board of making a mask

Suggested Formal Assessment Activity 4

Writing: (written)

- Writes a paragraph of 4–6 sentences on a familiar topic

Suggested Formal Assessment Activity 5

- Writes a personal recount

Suggestions for Informal Assessment Activities:

Language Use: (written)

- Writes meaningful sentences using countable and uncountable nouns with ‘a’ and ‘the’ with some accuracy

Suggested Formal Assessment Activity 4

Language Use: (written)

- Completes sentences using the past tense

Suggested Formal Assessment Activity 5

Language Use: (written)

- Writes meaningful sentences in the past tense with some accuracy

TERM 4	
LISTENING AND SPEAKING (ORAL)	**SUGGESTED CONTACT TIME** 1 hour per week

CONTENT/CONCEPTS/SKILLS

Weeks 1–5

Teachers select two themes that allow them to introduce and recycle vocabulary, and cover the activities listed below. Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/posters, rhymes, songs, games and real objects for the theme they have chosen.

Teachers should try to cover as many activities as possible in the time available. They should assess the learners using the Informal Assessment Activities recommended for Weeks 1–5.

Weeks 6–10

Teachers select two new themes that will allow them to build on what they did in the first five weeks. The themes should allow them to introduce new vocabulary and consolidate vocabulary already taught. The themes should also allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the First Additional Language.

Teachers should try to cover as many activities as possible in the time available. They should assess learners using the Informal Assessment Activities recommended for Weeks 6–10. They should carry out the Formal Assessment Activity at the end of term.

Daily activities (30 minutes per week)

The activities vary in length. The teacher could do one longer activity or two or three short activities per week.

- Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as 'Transport'
- Follows and gives instructions
- Understands and responds to simple questions such as 'When …?' 'Why …?' 'How …?' ('How do you travel to school?')
- Asks for clarification, for example, 'What does 'transport' mean?'
- Responds to and makes requests, for example, 'Can I borrow a ruler`, please?'
- Participates in a short conversation on a familiar topic, for example, their journey to school
- Identifies an object from a simple oral description, for example, 'It is a vehicle. It is very big and long. It transports things from the factory to the supermarket. What is it?'
- Talks about objects in a picture or photograph in response to teacher's instructions, for example, 'Can you see the train in the photo? Show me the train.'
- Listens to and gives a simple oral recount, for example, my journey to school this morning
- Understands and uses language structures in context
- Memorises and performs simple poems, action rhymes and songs, for example, The wheels on the bus go round and round
- Plays language games, for example, Chain game - teacher says a sound and points to a learner who must think of a word beginning with that sound; learner says a word, and then points to another learner and says a sound, and so on

Focussed listening and speaking (30 minutes per week)

Listens to stories told and read (Shared Reading)

Twice a week, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

- Listens to short stories, personal recounts or non-fiction texts, for example, factual recounts, instructions, information reports told or read from a Big Book or illustrated poster for enjoyment
- Listens to stories (e.g. Thomas the Tank Engine) and personal recounts and answers comprehension questions, for example, 'Why was Thomas unhappy?'
- Predicts what will happen next in a story or personal recount (What do you think will happen next?)
- Expresses feelings about the story (Did you like the story? Why/Why not?)
- Retells the story
- Listens to a non-fiction text (e.g. Transport) and answers comprehension questions, for example, 'Can you name three different kinds of transport?'
- With the teacher's help, gives a simple summary of the non-fiction text

Development of concepts, vocabulary and language structures

Through taking part in the above activities:

- continues to build oral vocabulary, including conceptual vocabulary, for example, comparing
- begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, present and past tenses; countable and uncountable nouns: 'cars'/'transport'; articles: 'a' and 'the'; prepositions: 'in'/'on'; comparative adjectives: fast, faster, fastest

ASSESSMENT

Suggestions for Informal Assessment Activities:

Listening and Speaking: (oral and/or practical)

Weeks 1–5

- Talks about a picture or photograph
- Participates in a short conversation on a familiar topic

Weeks 6–10

- Listens to a story and answers comprehension questions orally
- Retells the story

Suggested Formal Assessment Activity 6:

Listening and Speaking (oral and/ or practical)

- Listens to a non-fiction text and answers comprehension questions orally
- Gives a very simple summary of text
- Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher (e.g. What's that? Point to the train.)

TERM 4	
READING AND PHONICS	**SUGGESTED CONTACT TIME** Minimum time: 1 hour per week Maximum time: 1 hour 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Phonics (15 minutes per week)

The teacher introduces new vowel digraphs and more complex word families. When introducing a new word she makes sure learners understand the meaning and uses it in a sentence. The Shared Reading texts are used to identify different suffixes. These activities should be short (5–10 minutes) and spaced out over the week. They can also be integrated with Listening and Speaking, and Reading activities.

Weeks 1–5

- Recognises at least five new vowel digraphs (e.g. 'ar' as in far, 'er' as in her, 'ir' as in bird, 'or' as in short, 'ur' as in hurt)
- Recognises the first sound (onset) and the last syllable (rime) in more complex patterns (e.g. 'dr-eam', 'cr-eam', 'scr-eam', 'str-eam')
- Builds and sounds out words using sounds learnt

Weeks 6–10

- Recognises more complex word families (e.g. 'hatch', 'match', 'patch', 'catch', 'snatch)
- Recognises and uses some suffixes (e.g. '-es', '-ies', '-ly', '-ing', '-ed')
- Builds and sounds out words using sounds learnt

Shared Reading (Time has been allocated under Listening and Speaking)

Shared reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher. In Grade 3, Shared Reading will continue, but as part of Listening and Speaking

- Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction
- Answers literal questions about a story, for example, 'What colour was Tommy the Tank Engine?'
- Describes how a story made them feel, code switching if necessary

Group Guided Reading (Minimum 45 minutes, maximum 1 hour 15 minutes per week)

Where teachers are using maximum time for the First Additional Language, they should divide their class into 5 same-ability reading groups. They should use graded reading schemes and make sure each group is working with texts at the instructional level (word recognition between 90%–95% accuracy). The teacher should work with one group each day for 15 minutes. While she is working with this group, the other learners will do paired reading or independent reading or activities related to the reading text.

Where teachers are using minimum time for the First Additional Language, they should do whole class guided reading three times a week.

- Reads aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story or non-fiction text with the teacher
- Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)
- Reads with increasing fluency and expression
- Shows an understanding of punctuation when reading aloud
- Continues to build a sight vocabulary from the guided, shared and independent reading

Independent reading (in learners' free time at school and at home)

Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class, for example, if the teacher is working with the Guided Reading group, or when they have finished an activity ahead of time. It is important that every opportunity in class is used to develop their reading. Learners should also be encouraged to read at home for homework.

- Reads own and others' writing
- Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner
- Reads familiar poems and rhymes
- Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words

ASSESSMENT

Suggestions for Informal Assessment Activities:

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

- Recognises the first sound (onset) and the last syllable (rime) in more complex patterns (e.g. 'dr-eam', 'cr-eam', 'scr-eam', 'str-eam')
- Recognises more complex word families (e.g. 'hatch', 'match', 'patch', 'catch', 'snatch)

Suggested Formal Assessment Activity 6:

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

- Recognises at least five new vowel digraphs (e.g. 'ar' as in far, 'er' as in her, 'ir' as in bird, 'or' as in short, 'ur' as in hurt)
- Recognises and uses some suffixes (e.g. '-es', '-ies', '-ly', '-ing', '-ed')
- Builds and sounds out words using sounds learnt

Suggestions for Informal Assessment Activities:

Reading: (oral and/or practical)

Shared reading

- Answers short oral questions about the text
- Retells part of the story with the help of the teacher

Group Guided Reading

- Demonstrates comprehension and fluency when reading at own level with the teacher

Suggested Formal Assessment Activity 6

Reading (oral and/ or practical)

Shared Reading

- Answers literal questions about a story or non-fiction text, for example, 'Which goes faster, an aeroplane or a train?'

Group Guided Reading

- Demonstrates comprehension and fluency when reading at own level with the teacher

Paired/Independent reading

- Demonstrates comprehension and fluency when reading independently

TERM 4	
WRITING **LANGUAGE USE**	**SUGGESTED CONTACT TIME** **Writing:** Minimum time: 30 minutes per week Maximum time: 1 hour per week **Language Use:** 30 minutes per week

CONTENT/CONCEPTS/SKILLS

Writing Activities (30 minutes per week)

One or two main writing activities per week where maximum time is being used and one activity where minimum time is being used

The teacher will need to introduce the new text type – writing a story. The learners will need lots of support and the teacher should begin by writing a story together with the class. First, the teacher tells a simple story the learners already know. Then the teacher asks the learners who the characters are, where the story takes place and what happens. She asks them what tense is used to tell a story. Then she asks the class to think of characters for their own story, to decide where it takes place and what happens. The learners then create the story together with the teacher, who writes it on the chalkboard. When the teacher has finished, she asks different learners to read the story aloud. They can then copy it into their exercise books.

- Uses handwriting skills taught in Home Language
- Writes increasingly complex lists with headings, for example, Different kinds of transport: bicycle, car, train, motor cycle, taxi, bus, ship, plane
- Writes a paragraph of 6–8 sentences on a familiar topic
- Organises information in a chart, table or bar graph, for example, bar graph after doing a survey of types of transport used to get to school
- Writes a personal recount of experiences, for example, 'Last weekend I …. First I ….. etc.'
- Together with the teacher, writes a simple story and copies it (Shared Writing)
- Uses the writing process (drafting, writing, editing and publishing)
- Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas)
- Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- Uses past tense with increasing accuracy
- Builds own word bank and personal dictionary
- Uses children's dictionaries (monolingual and bilingual)

Language Use Activities (30 minutes per week)

In these activities learners will begin to focus on grammar in use. Grammar should be taught in a meaningful context.

- Understands and uses the future tense, for example, I will go to town tomorrow
- Understands and uses comparative adjectives, for example, A car is faster than a bicycle. An aeroplane is the fastest.
- Revises some of the grammar covered informally in Grades R to 2

ASSESSMENT

Suggestions for Informal Assessment Activities:

Writing: (written)

- Writes a simple story with the support of the teacher
- Uses the writing process (drafting, writing, editing and publishing)

Suggested Formal Assessment Activity 6

Writing: (written)

- Writes a paragraph of 4–6 sentences on a familiar topic

Suggestions for Informal Assessment Activities:

Language Use: (written)

- Completes sentences using comparative adjectives

Suggested Formal Assessment Activity 6

Language Use: (written)

- Writes meaningful sentences using comparative adjectives

RECOMMENDED TEXTS/RESOURCES FOR THE YEAR

LISTENING AND SPEAKING

- Pictures and posters
- Real objects related to the themes and topics, puppets, masks etc.
- Pictures to sequence
- Improvised costumes for role-play and acting out the stories
- Compact discs or audio tapes with stories (read or told), poems, rhymes and songs, CD player or tape recorder, television and video tapes/DVDs
- Storybooks and oral stories
- Poems, songs and rhymes
- Language games (oral)

READING AND PHONICS

- Pictures and posters
- Big Books – fiction and non-fiction
- Recommended reading scheme (minimum 10 stories/books per term)
- Other enlarged texts , e.g. poems, songs, rhymes (home-made or commercially produced)
- Short ‘fun’ books with 1 – 2 sentences on a page for the reading corner
- Flash card labels for classroom items, displays and for sight words
- Alphabet charts
- Pointers to use when reading enlarged texts, wall stories, displays
- Children’s picture dictionaries (monolingual and bilingual)

WRITING AND HANDWRITING

- Writing materials such as pencils, coloured pencils, wax crayons, blank paper in various sizes (A3, A4, A5), ruler, eraser, blank jotters)
- Flipchart paper and thick Koki pens
- Children’s picture dictionaries (monolingual and bilingual)

HIGH FREQUENCY WORDS

Below is a list of the 100 most common words found in English children's story books. Some of the words reflect the kind of topics found in children's books (e.g. 'magic', 'giant'). The research which produced this list was done in Britain so words such as 'mum' appear, whereas in South Africa some people would say 'mom'. Because stories are told in the past tense, verbs often appear in the past tense.

The list is included to give teachers some idea of core vocabulary that learners should acquire in their additional language. They will acquire these words through listening to and reading English, and they will make them part of their active vocabulary by speaking and writing them. The words should not be taught out of context.

The words that children learn in their First Additional Language classes will not be exactly the same as those in the list below. The words they learn will depend on the themes the teacher uses and the books she reads with the children. Because an additional language is learned through listening as well as reading, we would expect to see more use of the present tense.

100 most frequent words

1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. could
3. a	23. all	43. were	63. come	83. house
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. mum	67. from	87. day
8. I	28. had	48. one	68. children	88. made
9. of	29. my	49. one	69. him	89. time
10. it	30. her	50. them	70. Mr	90. I'm
11. was	31. what	51. do	71. get	91. if
12. you	32. there	52. me	72. just	92. help
13. they	33. out	53. down	73. now	93. Mrs
14. on	34. this	54. dad	74. came	94. called
15. she	35. have	55. big	75. oh	95. here
16. is	36. went	56. when	76. about	96. off
17. for	37. be	57. it's	77. got	97. asks
18. at	38. like	58. see	78. their	98. saw
19. his	39. some	59. looked	79. people	99. make
20. but	40. so	60. very	80. your	100. and

On the following page are the next most frequent words up to the most common 300 words. If you would like to see more common words you can consult the following website: www.essex.ac.uk/psychology/cpwd

These lists are included only as a guide. Teachers themselves need to keep a record of the words that their learners hear and read. Once learners are able to read in their additional language, the teacher can start an English Word Wall

in the classroom, and she can encourage learners to use simple children's dictionaries. Once learners can write, the teacher can encourage them to write new words they encounter in a personal dictionary (or vocabulary book). She can give learners regular vocabulary and spelling quizzes.

Next 100 most common words

101. water	121. bear	141. find	161. these	181. live
102. away	122. can't	142. more	162. began	182. say
103. good	123. again	143. I'll	163. boy	183. soon
104. want	124. cat	144. round	164. animals	184. night
105. over	125. long	145. tree	165. never	185. narrator
106. how	126. things	146. magic	166. next	186. small
107. did	127. new	147. shouted	167. first	187. car
108. man	128. after	148. us	168. work	188. couldn't
109. going	129. wanted	149. other	169. lots	189. three
110. where	130. eat	150. food	170. need	190. head
111. would	131. everyone	151. fox	171. that's	191. king
112. or	132. our	152. through	172. baby	192. town
113. took	133. two	153. way	173. fish	193. I've
114. school	134. has	154. been	174. gave	194. around
115. think	135. yes	155. stop	175. mouse	195. every
116. home	136. play	156. must	176. something	196. garden
117. who	137. take	157. red	177. bed	197. fast
118. didn't	138. thought	158. door	178. may	198. only
119. ran	139. dog	159. right	179. still	199. many
120. know	140. well	160. sea	180. found	200. laughed

Next 100 most common words

201. let's	221. fun	241. any	261. better	281. lived
202. much	222. place	242. under	262. hot	282. birds
203. suddenly	223. mother	243. hat	263. sun	283. duck
204. told	224. sat	244. snow	264. across	284. horse
205. another	225. boat	245. air	265. gone	285. rabbit
206. great	226. window	246. trees	266. hard	286. white
207. why	227. sleep	247. bad	267. floppy	287. coming
208. cried	228. feet	248. tea	268. really	288. he's
209. keep	229. morning	249. top	269. wind	289. river
210. room	230. queen	250. eyes	270. wish	290. liked
211. last	231. each	251. fell	271. eggs	291. giant
212. jumped	232. book	252. friends	272. once	292. looks
213. because	233. its	253. box	273. please	293. use
214. even	234. green	254. dark	274. thing	294. along
215. am	235. different	255. granddad	275. stopped	295. plants
216. before	236. let	256. there's	276. ever	296. dragon
217. gran	237. girl	257. looking	277. miss	297. pulled
218. clothes	238. which	258. end	278. most	298. we're
219. tell	239. inside	259. than	279. cold	299. fly
220. key	240. run	260. best	280. park	300. grow

Source of data: Masterson, J., Stuart, K., Dixon, M. & Lovejoy, S. (2003). Children's printed word database: Economic and Social Research Council (UK) funded project.

SECTION 4

TEXT TYPES COVERED IN FOUNDATION PHASE

In the Foundation Phase, learners will **listen to** the following text types:

- personal and factual recounts
- procedures (instructions)
- information reports
- narratives (stories)

In Grade 3, they will also be expected to give simple oral recounts and instructions.

As they start to read and write in their additional language, learners will **read** simple narratives, recounts, procedures and information reports. In Grade 3, they will also **write** a simple recount, procedure and narrative with the support of the teacher. In a First Additional Language, it is not advisable to introduce the past tense at the beginning of Grade 1, so stories can be told in the present tense at that stage

Below are examples of the text types used in the Foundation Phase.

PERSONAL RECOUNT

Example	Structure and features
Our school readathon Last week we had a Readathon at our school. It was in the school hall. First the Grade Rs sang songs in Setswana and English. Everyone clapped. Then some Grade 1 learners read a story in Setswana. Everyone clapped again. Next some Grade 2 learners acted a play in Setswana. It was funny. Everyone laughed. Last some Grade 3 learners read stories in Setswana and English. Everyone clapped. Then the principal gave prizes. Everyone clapped again. Last of all we had juice and biscuits. That was the best!	**1. Heading** **2. Orientation:** tells us - what happened - when it happened - who was involved **3. Series of events** in the order that they happened *Time connectives* first, then, next, last *Past tense* had, was, sang, clapped **4. Personal comment** concludes the text

FACTUAL RECOUNT

Example	Structure and features
Growing a bean plant Our class planted beans on 3 September. We watched them grow. First we planted 5 beans. We planted each bean in a glass so we could watch it grow. We covered each bean in soil and watered it. Our group looked after one bean. After a week, we saw a little root. After 2 weeks, the root was bigger. We also saw a little shoot. After 3 weeks, the shoot grew above the soil. It had green leaves. On 26 September we put the bean plant in a pot. After 8 weeks, the plant was 20 cm tall. It had 10 leaves. On 5 November, we planted our bean in the school garden. It got lots of flowers. The flowers died and we saw little bean pods. The bean pods got bigger and bigger. There were beans inside. We could plant these beans and grow a new plant.	**1. Heading** **2. Orientation** answers the questions: Who? What? When? **3. Series of events** In the order that they happened *Time connectives* First, after *Exact details of time* On 5 November *Technical terms* root, shoot, pod **4. Result** concludes the text

PROCEDURE (INSTRUCTIONS)

Example	Structure and features
How to make a peanut butter sandwich *You will need:* - 2 slices of bread - some peanut butter - some margarine or butter - a knife - a plate *Method* 1. Spread some margarine or butter on each slice of bread. 2. Spread some peanut butter on one slice. 3. Put the two slices of bread together. 4. Press them together gently. 5. Cut the sandwich in half. 6. Eat your sandwich!	**1. Heading** Describes the **goal** of the instructions **2. Materials** Describes the items needed. Bullets can be used. **3. Method** Each instruction starts on a new line and is numbered. *Commands* Spread, put, press, cut, eat (Most sentences start with a verb) *Exact instructions* Press them together gently

INFORMATION REPORT

Example	Structure and features
Snakes Snakes are reptiles. All reptiles have scales on their skin. Reptiles cannot control their body temperature. Their bodies are the same temperature as the place around them. They are called cold-blooded, but after a reptile has been in the sun for a while, its body becomes warm. All reptiles lay eggs. *Kinds of snakes* Two kinds of snakes are puff adders and pythons. Puff adders are yellow or brown with a black, v-shaped pattern. They can be a metre long. Pythons are bigger than puff adders. They are creamy brown with a brown pattern. They can be 5 metres long. Puff adders eat mainly rats and mice. They poison these animals with their venom. Pythons eat bigger animals such as dassies, rabbits and small buck. They strangle these animals.	**1. Heading** **2. General statement** Usually a definition *Topic is classified* Snakes are classified as reptiles *Technical terms* reptile, temperature *Things are described in general* reptiles, snakes **3. Facts** grouped in paragraphs , e.g. what they look like, what they eat *Simple present tense* are, eat, poison, strangle *Sentences often start with topic words* Pythons …. Puff adders …

NARRATIVE (STORY)

Example	Structure and features
How the elephant got its trunk Long, long ago elephants didn't have trunks. One day, a baby elephant wanted to go for a swim in the Limpopo River. But his mother said, 'You are not to go to the river. There are crocodiles – they will eat you!' However, the elephant calf didn't listen. He went down to the river and stood on the bank. 'I will just have a drink,' he said to himself. He put his mouth in the water, and WHOOSH a crocodile grabbed his nose. 'OW!' cried the calf, and he pulled and pulled. The more he pulled, the longer his nose got until he had a TRUNK! The crocodile eventually let go and the calf ran home to his mother. She was very surprised to see her calf's trunk. However, she soon realised he could do all sorts of things with it. It was very useful. And ever since then elephants have had trunks.	**1. Title** **2. Orientation** Introduces characters and setting **3. Events leading to a complication** *Simple past tense* Wanted, said, went, stood, grabbed *Connectives that signal time* Long, long, ago; one day, eventually *Dialogue* "You are not to go …" *Language used to create impact on reader* He pulled and pulled; WHOOSH! **4. Resolution and ending**

GLOSSARY

action rhymes – rhymes that are accompanied by actions (e.g. I touch my head, I touch my toes, I touch my knees, I touch my nose)

additive bilingualism – when a person learns a language (or languages) in addition to his or her home language. The person builds on what he or she already knows in the home language (e.g. how to read and write). The additional language builds on the home language; it does not replace it.

automaticity – the ability to recognise words instantly without having to sound them out or think about them

baseline assessment – initial assessment used to find out what learners already know

blend – to put together two or three phonemes (individual sounds) to say a word or part of a word (e.g. 's' + 'p' + 'r' = 'spr' in 'spread')

caption – words printed or written below a picture explaining what it shows

concepts of print – understanding the functions of print , e.g. that print carries a message, that words are made up of letters, that we read from left to right and top to bottom.

contraction – a shorter form of a word showing how we say the word (e.g. 'don't' is a contraction of 'do not')

decoding – the reader's ability to apply his or her knowledge of letter-sound relationships to correctly pronounce written words

digraph – two letters used to refer to a single sound. In English there are consonant digraphs (e.g. 'th', 'sh') and vowel digraphs (e.g. 'ee', 'ea')

emergent literacy – refers to a child's growing knowledge of the printed word. Children see print in the environment and begin to understand its purpose. They may have stories told or read to them; they learn what books are and how stories work. So even before they come to school they know a lot about literacy. They may try to write their names using their own ideas about letters and spelling (i.e. emergent spelling), and they may pretend to read a book (i.e. reading-like behaviour). This is the beginning of children's literacy.

environmental print – print that is all around us, e.g. street signs, traffic signs, shop signs, labels on packaging

fluency – the ability to read a text quickly and accurately with expression that reflects understanding

formulaic language – language which is learned in chunks or wholes (e.g. greetings). When we begin to learn a language, much of what we learn is formulaic. Gradually, we begin to make sense of the patterns and rules of the language, and we become able to express our own ideas in very simple ways.

graded readers – books which are written at different levels. The grammar, vocabulary and sentence length starts out very simple and gets progressively more difficult. The level of the book needs to be matched to the child's reading level.

guided reading – a classroom activity in which learners are taught in groups according to their reading ability. The teacher develops learners' comprehension and fluency and teaches reading strategies.

high frequency words – common words that appear often in print, e.g. 'the', 'a', 'and', 'to', 'said', 'in', 'he'.

incidental learning – learning that happens without deliberate teaching

independent level text – relatively easy text for the reader, with no more than approximately 1 in 20 words difficult for the reader (95% success)

independent reading – reading done in or outside the classroom, where the child has some choice of text and the pace of reading is not directly controlled by the teacher

to **infer** – to use the information in the text to work out something that is not directly stated in the text (i.e. to read between the lines)

inference – something that the reader thinks is true based on what he or she has worked out from the information in the text

inferential – an 'inferential question' is one which asks learners to infer meaning from the text (e.g. 'How do you think the little boy felt?')

information report – the purpose of an information report is to describe the way things are (e.g. Healthy Foods). An information report is written in the simple present tense.

instructional level text – challenging but manageable text for the reader, with no more than approximately 1 in 10 words difficult for the reader (90% success)

literal – the literal meaning of a text is exactly what is stated in the text. A 'literal question' is one which asks learners to get information directly stated in the text (e.g. What colour was the little boy's jersey?)

monitor – to observe carefully, evaluate and give feedback

narrative – the purpose of narrative is to entertain. A narrative is told in the past tense. First the setting is described and the characters are introduced. Then there are events leading to a complication followed by a resolution. Time connectives are used, e.g. 'Early that morning', 'later on', 'once'.

onset – the part of the syllable before the first vowel (e.g. **c**-at)

paired reading – paired learners take turns reading aloud to each other

phonemic awareness – the ability to hear, identify and manipulate the individual sounds of a language (e.g. in English to identify the same sound in 'bad', 'sad', 'glad' and 'mad', and to distinguish between the sounds in 'bed', 'bad', 'bud' and 'bird').

phonics – phonics instruction teaches children the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words.

phonological awareness – the ability to understand how the sound system works, e.g. to identify sounds, syllables, rhymes, onsets and rimes.

procedural text (instructions) – the purpose of a procedural text (or procedure) is to tell people how to do something. Often the equipment needed is listed and then the instructions are given in sequence using imperatives

and sequencing words, for example, First boil the water. Then add salt, etc.

publish – one of the stages in the writing process (draft, write, edit, publish). When learners publish their writing, they present it to an audience, e.g. read it aloud or display it on the class wall or publish it in a class 'book'.

to **recount** – to tell about past events in a sequence (e.g. to say or write about what one did last weekend)

a **recount** – The purpose of a recount is to tell a sequence of events (e.g. a child telling what happened at the weekend in the class 'news time'). A recount uses the past tense and words like 'first', 'then' and 'next'.

refrain – the chorus of a song, rhyme or poem

rhyme – words or lines of poetry that end with the same sound including a vowel (e.g. sad, mad, glad, bad)

rime – the part of the syllable from the first vowel onwards (e.g. c-**at**). It has the potential to rhyme.

shared reading – an activity in which children share the reading of an enlarged text with the teacher. This is a lesson with the whole class. The text used is aimed at the top group in the class. Some children will be at a listening level, others will be beginning to engage in the reading and more will be engaging fully. The same text is used over several days. Each day a new focus is selected by the teacher. The text is used to introduce text features, phonics, grammar and reading skills in context.

sight words – words that readers recognise automatically (on sight). They do not need to decode them phonically or think about them. In the early stages of reading, sight words are usually high frequency words such as 'he', 'she', 'they', 'a', 'the', 'are', 'were', 'my', etc.

story board – a series (or sequence) of pictures illustrating a story or procedure (e.g. how to make a mask)

strategy – strategies are ways of learning. There a number of strategies learners can use if they cannot read a word. For example, they can look for clues in the pictures, they can sound out the word or they can break it down into syllables.

structural analysis – this involves analysing words (e.g. prefixes and suffixes) to recognise and understand a word that is unfamiliar in print

text types – texts with different purposes, structures and features. Text types taught in the Foundation Phase are recounts, instructions (procedural text), stories (narrative) and information reports.

total physical response – a method of language teaching in which the teacher gives instructions, the learner responds physically, and the teacher provides feedback.

utterance – a spoken word, phrase or sentence that has meaning in itself (e.g. Hello/Well done/I like spinach.)

word bank – a store or file of new words

word attack skills – these are strategies that learners use when they cannot read an unfamiliar word