

## 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	<b>SUGGESTED CONTACT TIME</b> Minimum time: 30 minutes Maximum time: 1 hour 15 minutes per week
<b>CONTENT/CONCEPTS/SKILLS</b> <p><b>Phonological and Phonemic Awareness (1–5 minutes per activity)</b></p> <p><i>These activities should be very brief and integrated into Listening and Speaking or Shared Reading activities.</i></p> <ul style="list-style-type: none"> <li>• Segments oral sentences into individual words by clapping on each word, for example, sentences from the story</li> <li>• With the teacher’s help, identifies some rhyming words in stories, songs and rhymes, for example, The cat in a hat</li> <li>• Begins to identify different initial sounds in words, for example, ‘h’ in hat, ‘b’ in bag</li> </ul> <p><b>Emergent Literacy (5–10 minutes once or twice a term)</b></p> <p><i>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.</i></p> <ul style="list-style-type: none"> <li>• Recognises some common words in our everyday environment (e.g. WAY IN/OUT, OPEN)</li> <li>• Develops emergent literacy, for example, concepts of print through the Shared Reading activity</li> </ul> <p><b>Shared Reading (minimum 30 minutes and maximum 1 hour 15 minutes per week)</b></p> <p><i>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.</i></p> <ul style="list-style-type: none"> <li>• Listens to the story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Talks about the pictures using home language where necessary</li> <li>• Identifies objects in the pictures, for example, ‘Show me the old man.’ ‘Point to the dog.’</li> <li>• Answers some simple questions with the support of the pictures, for example, ‘Where is the hat?’</li> <li>• Learns some oral vocabulary, for example, hat, old, man, dog, wind, etc.</li> <li>• After repeated readings, joins in choruses where appropriate, for example, ‘Whoosh, whoosh goes the wind!’</li> <li>• Acts out the story using some of the dialogue</li> <li>• Draws a picture capturing the main idea of the story</li> </ul>	
<b>ASSESSMENT</b> <b>Suggestions for Informal Assessment Activities:</b> <p><b>Phonological and Phonemic awareness: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>• Begins to identify different initial sounds in words</li> <li>• Identifies some rhyming words in stories, songs and rhymes</li> </ul> <p><b>Reading: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>• Identifies some people, animals and objects in the illustrations in the Big Book (or other form of enlarged illustrated text)</li> <li>• Answers some simple oral questions about the story or non-fiction text</li> <li>• Draws a picture capturing the main idea of the story or non-fiction text</li> </ul>	

**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.

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

TERM 2	
LISTENING AND SPEAKING (ORAL)	SUGGESTED CONTACT TIME
	1 hour 30 minutes per week
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Weeks 1–5</b></p> <p>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.</p> <p>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.</p> <p><b>Weeks 6–10</b></p> <p>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.</p> <p><b>Daily activities (1 hour per week)</b></p> <p>One or more of the following activities every day depending on the time available:</p> <ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘Food’</li> <li>• Responds to simple greetings and farewells, using phrases, for example, Good morning. How are you? I’m fine.</li> <li>• Makes simple requests, for example, Can I have an apple, please?</li> <li>• 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.</li> <li>• Names some objects in a picture or in the classroom in response to teacher’s questions, for example, ‘What is that? An apple.’</li> <li>• Responds physically to simple oral instructions, for example, ‘Take the apple. Put it on the table.’</li> <li>• Responds to simple questions, for example, ‘How many oranges are there?’ ‘Two.’</li> <li>• 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.’</li> <li>• Sings simple songs and does actions, for example, I like to eat, eat, eat, eat. I like to eat apples and bananas.</li> <li>• Joins in action rhymes and songs, doing the actions, for example, <i>Jelly on the plate</i></li> <li>• 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?’</li> </ul> <p><b>Focussed listening and speaking activities (15 minutes x 2 per week)</b></p> <p><b>Listens to stories told and read</b></p> <p><b>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</b></p> <ul style="list-style-type: none"> <li>• 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, <i>The Very Hungry Caterpillar</i> by Eric Carle</li> <li>• Understands and responds to simple questions and instructions, for example, ‘Show me the strawberries. How many strawberries are there?’</li> <li>• Names some of the things in the picture in response to questions from the teacher, for example, ‘What is this?’ ‘A strawberry.’</li> </ul>	

**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
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b><i>Phonological and Phonemic Awareness (1–5 minutes per activity)</i></b></p> <p><b><i>These activities should be very brief and integrated into Listening and Speaking or Shared Reading activities</i></b></p> <ul style="list-style-type: none"> <li>• Segments oral sentences into individual words by clapping on each word, for example, sentences from the story</li> <li>• Claps out the syllables in familiar words, for example, ba-na-na</li> <li>• With the teacher’s help, identifies some rhyming words in stories, songs and rhymes, for example, ‘eat’ and ‘feet’</li> <li>• Begins to identify different initial sounds in words, for example, ‘b’ in banana, ‘o’ in orange</li> </ul> <p><b><i>Emergent Literacy (5–10 minutes once or twice a term)</i></b></p> <p><b><i>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.</i></b></p> <ul style="list-style-type: none"> <li>• Recognises some common words in our everyday environment, for example, STOP, SCHOOL</li> <li>• Develops emergent literacy such as concepts of print) through the Shared Reading activity</li> </ul> <p><b><i>Shared Reading (minimum 25–30 minutes per week, maximum 1 hour 15 minutes per week)</i></b></p> <p><b><i>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.</i></b></p> <ul style="list-style-type: none"> <li>• Listens to the story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Talks about the pictures using home language where necessary</li> <li>• Identifies objects in the pictures (e.g. Show me the jelly. Point to ice-cream.)</li> <li>• Answers some simple questions with the support of the pictures, for example, ‘Where is the cake?’</li> <li>• Learns some oral vocabulary, for example, jelly, ice-cream, cake</li> <li>• After repeated readings, joins in choruses where appropriate</li> <li>• Acts out the story using some of the dialogue</li> <li>• Draws a picture capturing the main idea of the story</li> </ul>	
<p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Activities:</b></p> <p><b>Phonological and Phonemic awareness: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>• Begins to identify different initial sounds in words</li> <li>• Claps out the syllables in familiar words</li> </ul> <p><b>Reading: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>• Identifies some people, animals and objects in the illustrations in the Big Book</li> <li>• Answers some simple oral questions about the story or non-fiction text</li> <li>• Draws a picture capturing the main idea of the story or non-fiction text</li> </ul>	



**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.'

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

<b>TERM 3</b>	
<b>LISTENING AND SPEAKING (ORAL)</b>	<b>SUGGESTED CONTACT TIME</b>
	1 hour 30 minutes per week
<b>CONTENT/CONCEPTS/SKILLS</b>	
<b>Weeks 1–5</b>	
<p>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.</p> <p>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.</p>	
<b>Weeks 6–10</b>	
<p>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.</p> <p>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.</p>	
<b>Daily activities (1 hour per week)</b>	
<p>Several of the following activities every day depending on the time available:</p> <ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘Animals’</li> <li>• Responds to simple greetings and farewells, using phrases, for example, ‘Good bye. See you tomorrow.’</li> <li>• Makes simple requests, for example, ‘Can I have a pencil, please?’</li> <li>• Points to objects in the classroom or in a picture in response to teacher’s instructions, for example, ‘Show me the cow.’</li> <li>• Names some objects in a picture or in the classroom in response to teacher’s questions, for example, ‘What is that?’ ‘A sheep.’</li> <li>• Responds physically to simple oral instructions, for example, ‘Draw a picture of a cat.’</li> <li>• Responds to simple questions asked by the teacher, for example, ‘What colour is the cat?’ ‘Black’.</li> <li>• 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’.</li> <li>• 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?’</li> <li>• Sings simple songs and does actions, for example, Old Macdonald had a farm</li> <li>• Joins in action rhymes and songs, doing the actions, for example, Five little ducks</li> <li>• 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</li> </ul>	

**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
<b>CONTENT/CONCEPTS/SKILLS</b>	
<p><b><i>Phonological and Phonemic Awareness (1–5 minutes per activity)</i></b></p> <p><b><i>These activities should be very brief and integrated into Listening and Speaking activities and Shared Reading.</i></b></p> <ul style="list-style-type: none"> <li>• Claps out the syllables in familiar words, for example, an-i-mal, don-key</li> <li>• With the teacher’s help, identifies some rhyming words in stories, songs and rhymes, for example, a fat cat wearing a hat</li> <li>• Begins to identify different initial sounds in words, for example, ‘g’ in goat, ‘d’ in dog and donkey</li> <li>• Recognises plurals (‘s’ and ‘es’) aurally</li> </ul> <p><b><i>Emergent literacy (5–10 minutes once or twice a term)</i></b></p> <p><b><i>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.</i></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Develops emergent literacy (e.g. concepts of print) through the Shared Reading activity</li> </ul> <p><b><i>Shared Reading (minimum 25–30 minutes per week, maximum 1 hour 15 minutes per week)</i></b></p> <p><b><i>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.</i></b></p> <ul style="list-style-type: none"> <li>• Listens to the story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Talks about the pictures using home language where necessary</li> <li>• Identifies objects in the pictures, for example, ‘Show me the hare.’ ‘Point to hare.’</li> <li>• Answers some simple questions with the support of the pictures, for example, ‘Has the hare got long ears or short ears?’</li> <li>• Learns some oral vocabulary, for example, animal, hare, ears, tail</li> <li>• After repeated readings, joins in choruses where appropriate</li> <li>• Acts out the story using some of the dialogue</li> <li>• Draws a picture capturing the main idea of the story</li> </ul>	
<b>ASSESSMENT</b>	
<p><b>Suggestions for Informal Assessment Activities:</b></p> <p><b>Phonological and Phonemic awareness: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>• Claps out the syllables in familiar words</li> <li>• Recognises plurals (‘s’ and ‘es’) aurally, for example, dog/dogs, cat/cats, cow/cows, goat/goats, horse/horses</li> </ul> <p><b>Reading: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>• Identifies some people, animals and objects in the illustrations in the Big Book or other form of enlarged illustrated text</li> <li>• Answers simple literal questions about a story with short answers</li> <li>• Draws a picture capturing the main idea of the story or non-fiction text</li> </ul>	

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

<b>TERM 4</b>	
<b>LISTENING AND SPEAKING (ORAL)</b>	<b>SUGGESTED CONTACT TIME</b>
	1 hour 30 minutes per week
<b>CONTENT/CONCEPTS/SKILLS</b>	
<b>Weeks 1–5</b>	
<p>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.</p> <p>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.</p>	
<b>Weeks 6–10</b>	
<p>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.</p> <p>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.</p>	
<b>Daily activities (1 hour per week)</b>	
<p>Several of the following activities every day depending on the time available:</p> <ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘Things I can do’</li> <li>• Responds to simple greetings and farewells, using phrases, for example, Good bye. See you later.’</li> <li>• Makes simple requests, for example, ‘May I have a glass of water?’</li> <li>• Points to objects in the classroom or in a picture in response to teacher’s instructions, for example, ‘Show me the bird.’</li> <li>• Names some objects in a picture or in the classroom in response to teacher’s questions, for example, ‘What is that? A bird.’</li> <li>• 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.’</li> <li>• Responds to simple questions asked by the teacher, for example, ‘Can you jump?’ ‘Show me.’ ‘Can you skip?’ ‘Show me.’</li> <li>• 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.</li> <li>• 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?’</li> <li>• Sings simple songs and does actions, for example, ‘I can fly!’</li> <li>• Joins in action rhymes and songs, doing the actions, for example, ‘I can clean my teeth’</li> <li>• 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</li> </ul>	



**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
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b><i>Phonological and Phonemic Awareness (1–5 minutes per activity)</i></b></p> <p><b><i>The activities should be very brief and integrated into Listening and Speaking activities and Shared Reading.</i></b></p> <ul style="list-style-type: none"> <li>• Claps out the syllables in familiar words, for example, an-i-mal, don-key</li> <li>• With the teacher’s help, identifies some rhyming words in stories, songs and rhymes, for example, fly, sky, high, why</li> <li>• Begins to identify different initial sounds in words, for example, ‘j’ in jump, ‘r’ in run, ‘w’ in walk</li> <li>• Recognises plurals (‘s’ and ‘es’) aurally, for example, bird/birds, bat/bats</li> </ul> <p><b><i>Emergent literacy (5–10 minutes once or twice a term)</i></b></p> <p><b><i>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.</i></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Develops emergent literacy such as concepts of print through the Shared Reading activity</li> </ul> <p><b><i>Shared Reading (minimum 25–30 minutes, maximum 1 hour 15 minutes per week)</i></b></p> <p><b><i>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.</i></b></p> <ul style="list-style-type: none"> <li>• Listens to the story or non-fiction text while following the teacher and looking at the pictures</li> <li>• Talks about the pictures using home language where necessary</li> <li>• Identifies objects in the pictures, for example, ‘Show me the bird. Point to the bird.’</li> <li>• Answers some simple questions with the support of the pictures, for example, ‘Can a bird fly? How many wings has a bird got?’</li> <li>• Learns some oral vocabulary, for example, can, fly, sky, bird, bat, butterfly</li> <li>• After repeated readings, joins in choruses where appropriate</li> <li>• Acts out the story using some of the dialogue</li> <li>• Draws a picture capturing the main idea of the story or non-fiction text</li> </ul>	
<p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Activities:</b></p> <p><b>Phonological and Phonemic awareness: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>• Claps out the syllables in familiar words, for example, butt-er-fly</li> <li>• Recognises plurals (‘s’ and ‘es’) aurally, for example, bird/birds, bat/bats, bee/bees</li> </ul>	

**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.'

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

**RECOMMENDED TEXTS/RESOURCES FOR THE YEAR**

<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Storybooks (Big Books) and oral stories</li> <li>• Non-fiction Big Books</li> <li>• Posters and pictures to support the teaching of stories and vocabulary</li> <li>• Colour charts and number charts</li> <li>• Songs, action rhymes and poems</li> <li>• Objects related to the themes and topics</li> <li>• Props to act out the stories and for role play, for example, masks, dressing up clothes, objects</li> <li>• CDs, DVDs and television programmes</li> <li>• A puppet to introduce the First Additional Language</li> </ul>
<p><b>READING AND PHONICS</b></p> <ul style="list-style-type: none"> <li>• Pictures and posters</li> <li>• Logos and relevant examples of environmental print, for example, shopping bags; brand names on packaging etc.</li> <li>• Big books (at least 2 different stories or non-fiction texts per term)</li> <li>• Other enlarged texts, for example, songs, rhymes etc.</li> <li>• Flash card labels for classroom items and displays</li> <li>• Pointers to use when reading enlarged texts, wall stories, displays</li> </ul>
<p><b>WRITING AND HANDWRITING</b></p> <ul style="list-style-type: none"> <li>• Writing materials (e.g. pencils, coloured pencils, wax crayons, blank paper in various sizes (A3, A4, A5), blank jotters)</li> <li>• Flipchart paper and thick Koki pens</li> </ul>