

### 3.3 REQUIREMENTS GRADE 1

#### 3.3.1 GRADE 1 TERM 1

<b>GRADE 1 SECOND ADDITIONAL LANGUAGE REQUIREMENTS PER TERM</b>
<b>SUGGESTED CONTACT TIME PER WEEK: 1 HOUR</b>
<b>GRADE 1 TERM 1</b>
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Learners need to be exposed to plenty of very simple spoken language that they can understand from the context. Vocabulary needs to be constantly recycled so that learners do not forget it. Learning the SAL should be relaxed and fun.</i></p> <p><i>In the first lesson, a puppet can be used to introduce the Second Additional Language. The puppet can be given a name in the Second Additional Language e.g. Pule the Puppet. The teacher introduces the puppet and says Pule can't speak their Home Language, he can only speak the Second Additional Language, and so learners will have to speak that language to him. Pule will then become a permanent part of the Second Additional Language class.</i></p> <p><i>Note that the suggested themes/topics are simply suggestions. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></p> <p><b>Weekly activities</b></p> <p>At least two of the following activities should be done in a lesson in a week</p> <ul style="list-style-type: none"> <li>• Responds to simple greetings using phrases (e.g. 'Good morning', Molo, Sawubona)</li> <li>• Sings simple songs and does actions with guidance (e.g. Head and shoulders...)</li> <li>• Recites simple poems and does actions with guidance (e.g. I touch my head, I touch my toes, I touch my knees, I touch my nose. Head, toes, knees, nose!)</li> <li>• Plays language games (e.g. Simple Simon Says: Touch your head, etc.)</li> </ul> <p><b>Development of concepts, vocabulary and language structures</b></p> <p>Through taking part in the above activities:</p>

- Responds to greetings and commands

**ASSESSMENT**

**Suggestions for Informal Assessment:**

***Oral and/or practical /Observation***

- Responds to simple greetings
- Participates in singing simple action songs

**EMERGENT LITERACY**

***Phonological awareness and Shared Reading are integrated with Listening and Speaking.***

**CONTENT/CONCEPTS/SKILLS**

***Phonological awareness***

- Claps out words in actions songs and poems
- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words e.g. Si- ya-bon-ga

***Shared Reading***

***Activities done once a week using Big Books with plentiful illustrations or other forms of enlarged, illustrated text e.g. posters. The same book or poster can be read used several times and even re-introduced at a later stage. Teacher introduces vocabulary and models the process of reading.***

- Engages with visuals in Big Book/ Conversational posters with the teacher.
- After repeated visual engagements, repeats key vocabulary (look hear, say and do)
- Story telling (simple stories linked to the theme where possible) with resources such as Big Book, visuals, puppets, etc.
- After repeated storytelling, joins in choruses where appropriate repeating language chunks.

**ASSESSMENT**

**Suggestions for Informal Assessment:**

***Oral and/or practical /Observation***

- *Claps out words in actions songs and poems*
- Claps out syllables in words from a story that is told after repeated telling
- Responds to visuals by pointing to objects in the pictures in response to instructions from the teacher (e.g. Point to the ...)

## 3.3.2 GRADE 1 TERM 2

GRADE 1 TERM 2
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Note that the suggested themes/topics are simply suggestions. Teachers should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></p> <p><b>Weekly activities</b></p> <p>At least two of the following activities should be done in a lesson in a week</p> <ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics selected for this term</li> <li>• Responds to simple greetings (e.g. 'Good morning ... How are you?') with the teacher and in pairs.</li> <li>• Sings simple songs and does actions with guidance with the teacher and in pairs</li> <li>• Responds to commands (e.g. Stand up, sit down.)</li> <li>• Plays language games (e.g. Simple Simon Says)with teacher and in pairs.</li> </ul> <p><b>Stories that are told can be dramatised using gestures and props to support meaning. Stories that are told should be from a Big Book, an Anthology or illustrated poster where all the children can see the pictures.The story is supported with clear visuals, objects, toys and puppets.</b></p> <ul style="list-style-type: none"> <li>• Listens to short and simplestories told with enjoyment and joins in choruses or patterned language (repetition of language chunks) at the appropriate time</li> </ul> <p><b>Development of concepts, vocabulary and language structures</b></p> <p>Through taking part in the above activities:</p> <ul style="list-style-type: none"> <li>• Begins to develop some oral vocabulary</li> <li>• Responds and repeat language chunks e.g. How are you?</li> <li>• Responds to commands</li> </ul>
<p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment:</b></p> <p><b>Oral and/or practical /Observation</b></p> <ul style="list-style-type: none"> <li>• Responds to simple greetings (e.g. 'Good morning.' 'How are you?')</li> <li>• Responds appropriately to simple commands (e.g. Simon says....)</li> <li>• Sings a simple song and does actions</li> </ul>

**EMERGENT LITERACY**

*Phonological awareness and Shared Reading are integrated with Listening and Speaking.*

**Phonological awareness:**

- Hearing repeated sounds (in word play)
- Claps out syllables in key words in song, poem, story
- Claps out syllables in spoken words (Sa-wu-bo-na; Du-me-lang; Mo-lo; Goei-e-mô-re; etc.)

**Shared Reading**

*Activities done at least once a week using Big Books with plentiful illustrations or other forms of enlarged, illustrated text. The same book can be used several times and even re-introduced at a later stage. Teacher introduces vocabulary and models the process of reading.*

- Engages with visuals in Big Book/ Conversational posters with the teacher.
- After repeated visual engagements repeats key vocabulary (look hear, say and do)
- Story telling (simple stories linked to the theme) with resources such as Big Book, visuals, puppets etc.
- After repeated storytelling, repeats key vocabulary with the teacher

**ASSESSMENT**

**Suggestions for *Informal* Assessment:**

***Oral and/or practical /Observation***

- Participates in word play by clapping out syllables in spoken words.
- Engages with visuals in Big Book/ Conversational posters with the teacher and repeats key vocabulary (look hear, say and do).

## 3.3.3 GRADE 1 TERM 3

GRADE 1 TERM 3
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Note that the suggested themes/topics are simply suggestions. Teachers should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></p> <p><b>Weekly activities</b></p> <p>At least two of the following activities should be done in each lesson:</p> <ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics selected for this term</li> <li>• Responds to simple greetings with confidence in pairs.</li> <li>• Points to objects in the classroom or in a picture (e.g. 'Show me the chair'. 'Point to the ....')</li> <li>• Recites simple poems and does actions with the teacher and in pairs.</li> <li>• Follows simple classroom instructions (e.g. 'Clap your hands')with teacher and in pairs</li> <li>• Responds to commands using language games (Simon says )</li> <li>• Sings simple songs and does actions in pairs and small groups (e.g. songs related to chosen themes)</li> <li>• Recites simple poems and does actions with guidance in small groups (e.g. simple poems related to the chosen themes)</li> </ul> <p><i>Stories that are told can be dramatised using gestures and props to support meaning. Stories that are told should be from a Big Book or an illustrated poster where all the children can see the pictures.</i></p> <ul style="list-style-type: none"> <li>• Listens to short stories told with enjoyment and joins in choruses at the appropriate time (e.g. It's Monday, it's Monday and Thandi goes to school, school, school!)</li> <li>• Names some of the things in the pictures (e.g. What is this?' - pointing to the object in the picture.)</li> </ul> <p><b>Development of concepts, vocabulary and language structures</b></p> <p>Through taking part in the above activities begins to develop some oral vocabulary</p> <ul style="list-style-type: none"> <li>• Repeats and respond to language chunks</li> <li>• Recites poems and sing songs</li> <li>• Follows instructions and commands</li> </ul>
<b>ASSESSMENT</b>
<b>Suggestions for <i>Informal Assessment</i>:</b>

**Oral and/or practical /Observation**

- Responds to simple greetings with confidence in pairs.
- Points to objects in the classroom or in a picture (e.g. 'Show me the chair'. 'Point to the ....')
- Responds to commands using language games (Simon says...)

**EMERGENT LITERACY**

*Phonological awareness and Shared Reading are integrated with Listening and Speaking.*

**CONTENT/CONCEPTS/SKILLS**

***Phonological Awareness to be integrated with listening and speaking activities***

- Hearing repeated sounds (in word play)
- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words(song, poem, story)
- Claps words in short spoken sentences (rea leboga; ngiyathokoza; enkosi; ek skop die bal; etc.)
- Identifies the sounds at the beginning of spoken words

***Shared Reading***

***Activities done once a week using Big Books with plentiful illustrations or other forms of enlarged, illustrated text. The same book can be read several times and even re-introduced at a later stage.***

- Listens to the story told while following the teacher and looking at the pictures
- Learns some oral vocabulary from visual text (Big Book, Poster etc.)
- Identifies objects in the pictures (e.g. 'Show me Thandi's teacher.')
- Talks about the pictures using **home language** where necessary
- Participates in story lessons by repeating key vocabulary and engaging with visuals in pairs and in small groups

**ASSESSMENT**

**Suggestions for Assessment:**

***Informal***

***Oral and/or practical/Observation***

- Identifies the sounds at the beginning of spoken words
- Talks about the pictures using **home language** where necessary
- Identifies objects in the pictures (e.g. 'Show me Thandi's teacher.')

## 3.3.4 GRADE 1 TERM 4

GRADE 1 TERM 4
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Note that the themes/topics proposed are simply suggestions. Teachers should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></p> <p><b>Weekly activities</b></p> <p>Two or more of the following activities to be done in each lesson:</p> <ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics from HL and FAL</li> <li>• Responds to simple greetings and farewells (e.g. 'Good bye.' 'Go well.' 'Good afternoon.')</li> <li>• Points to and names objects in the classroom or in a picture (e.g. Show me the ... in the poster. Point to the ....)</li> <li>• Follows simple instructions (e.g. Waves goodbye.)</li> <li>• Uses some formulaic language (e.g. 'please', 'thank you')</li> <li>• Sings simple songs and does actions with guidance in pairs and small groups.</li> <li>• Recites simple poems and does actions with guidance in pairs and small groups</li> <li>• Role play greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, How are you? Good morning Thando I am fine.)</li> </ul> <p><i>Stories that are told can be dramatised using gestures and props to support meaning. Stories that are told should be from a Big Book or illustrated poster where all the children can see the pictures.</i></p> <ul style="list-style-type: none"> <li>• Listens to short stories with enjoyment and joins in choruses at the appropriate time (e.g. theme related stories)</li> <li>• Names some of the things in the picture (e.g. Who is this? - pointing to the object/animal in the picture)</li> </ul> <p><b>Development of concepts, vocabulary and language structures</b></p> <ul style="list-style-type: none"> <li>• Through taking part in the above activities begins to develop some oral vocabulary.</li> <li>• Repeats and responds to language chunks</li> <li>• Responds to instructions and commands.</li> <li>• Uses some formulaic language.</li> </ul>
<b>ASSESSMENT</b>
<p><b>Suggestions for Informal Assessment:</b></p> <p><b>Oral and/or practical /Observation</b></p> <ul style="list-style-type: none"> <li>• Sings action songs and poems with confidence</li> <li>• Follows simple instructions (e.g. Touch your head. Touch your toes.)</li> </ul>

- Role plays greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, How are you? Good morning Thando I am fine.)

**EMERGENT LITERACY**

*Phonological awareness and Shared Reading are integrated with Listening and Speaking.*

**CONTENT/CONCEPTS/SKILLS**

**Phonological awareness**

*These activities should be integrated in Listening and Speaking and Shared Reading activities*

- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words in spoken sentences
- Identifies the sounds at the beginning of spoken words (inhloko; ikhanda; neus; etc.)
- Segments spoken words by clapping on each syllable (e.g. words from the story)

**Shared Reading**

*Activities done once a week using Big Books with plentiful illustrations or other forms of enlarged illustrated text. The same book can be read several times and even re-introduced at a later stage.*

- Listens to the story or non-fiction text while following the teacher and looking at the pictures
- Talks about the pictures in the story using the SAL as much as possible but the **Home Language** where necessary
- Identifies objects in the pictures (e.g. 'Show me ...'. 'Point to ...')
- Learns some oral vocabulary related to themes selected
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Participates in story lessons by responding to simple oral questions

**ASSESSMENT**

**Suggestions for Informal Assessment:**

**Oral and/or practical/Observation**

- Segments spoken words by clapping on each syllable
- Recognises and names some objects in the pictures
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups



**RECOMMENDED RESOURCES FOR THE YEAR**

- Posters and pictures to support the teaching of stories and vocabulary
- Colour and number charts
- Songs and action poems
- Real objects related to the themes and topics
- Props to act out the stories, for example, masks, puppets etc
- CDs, DVDs and television programmes
- Big Books (with visuals)
- Anthology of stories, poems and songs
- Teacher/Learner made Big Books, Zig-zag books , puppets, masks, flash cards etc