

## SECTION 3

## 3.1 OVERVIEW OF THE LANGUAGE SKILLS AND TEACHING PLANS

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE SECOND ADDITIONAL LANGUAGE (SAL) GRADES 1-3			
	GRADE 1	GRADE 2	GRADE 3
<b>LISTENING AND SPEAKING</b>	<ul style="list-style-type: none"> <li>• Responds to simple greetings using language chunks (e.g. 'Good morning', Molo, Sawubona)</li> <li>• Responds to simple greetings and farewells</li> <li>• Sings simple songs and does actions with guidance (with teacher, in pairs and small groups) (<i>songs related to the chosen topic or theme</i>)</li> <li>• Recites simple poems related to chosen themes with the teacher, in pairs and small groups</li> <li>• Responds to commands (e.g. Stand up, sit down.)</li> <li>• Follows simple classroom instructions (e.g. 'Clap your hands') with teacher and in pairs</li> <li>• Points to objects in the classroom or in a picture (e.g. 'Show me the chair. Point to the...')</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to and models simple greetings and farewells, using language chunks, (e.g. 'Good morning.' 'How are you?' 'I'm fine') in pairs and small groups.</li> <li>• Sings simple songs and does actions with guidance in pairs and small groups</li> <li>• Joins in action poems and songs, doing the actions in pairs and small groups</li> <li>• Role plays simple short dialogues with support of the teacher modelling greetings and farewells in pairs and small groups (e.g. 'Hello my name is _____. What is your name? What do you like?')</li> <li>• Points to and names objects in the classroom or in a picture in response to teacher's instructions, (e.g. 'Show me the girl in the red dress').</li> <li>• Begins to develop an oral vocabulary using</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to and use greetings and farewells confidently.</li> <li>• Memorises and performs simple poems and action songs in pairs and groups with confidence and enthusiasm</li> <li>• Continues to develop an oral vocabulary using themes or topics</li> <li>• Identifies a person, an animal or object from a simple oral description, with 2/3 clues in pairs and small groups (e.g. 'I have two legs. I can fly. Who am I?')</li> <li>• Identifies and names real objects in the new language (book, pencil, shoe, shirt etc.)</li> <li>• Participates in simple role-plays and dialogues with (2-3 sentences) with support of teacher modelling greetings, farewells/short conversations in pairs and</li> </ul>

<ul style="list-style-type: none"> <li>• Plays language games (e.g. Simple Simon Says: Touch your head, etc.)with teacher and in pairs.</li> <li>• Uses some formulaic language (e.g. 'please', 'thank you')</li> <li>• 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')</li> <li>• Begins to develop oral (listening and speaking) vocabulary using themes or topics</li> </ul>	<p>themes or topics.</p> <ul style="list-style-type: none"> <li>• Plays language games (e.g. 'Simon says') in pairs and small groups.</li> <li>• Makes simple requests, (e.g. 'May I go to the toilet? <i>Can I have a pencil, please?</i>')</li> <li>• Uses some formulaic language (e.g. please and thank you, excuse me, I'm sorry)</li> <li>• Responds physically to simple oral instructions given by the teacher individually, pairs and small groups (e.g. 'Stand in a line.')</li> <li>• Responds to simple questions asked by the teacher and peers who take the role of teacher (e.g. 'What is your name? Where do you live?')</li> </ul>	<p>small groups</p> <ul style="list-style-type: none"> <li>• Responds to and makes simple requests</li> <li>• Uses some formulaic language (e.g. 'Excuse me; I'm sorry' ,Today, Tomorrow, Yesterday)</li> <li>• Role-plays and participates in a short conversation using some formulaic language (2-4 sentences) with support of teacher (e.g. meeting and greeting) in pairs and small groups.</li> <li>• Talks about objects in a picture in response to the teacher's instructions (e.g. 'What can you see in the picture?' 'Tell me what you can see in the picture.')</li> <li>• Plays language games inside and outside the classroom with peers and in small groups under teacher supervision.</li> <li>• Responds physically to simple oral instructions given by teacher, individually and in pairs</li> <li>• Understand s and responds to simple questions asked by the teacher and learners who take the role of the teacher</li> </ul>
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<p><b>Story telling</b></p> <ul style="list-style-type: none"> <li>• Listens to short, simple stories told by the teacher</li> <li>• Listens to short, simple stories told by the teacher and repeats language chunks at the appropriate time</li> <li>• Pointing out and name the object in the pictures.</li> </ul>	<p><b>Story telling</b></p> <ul style="list-style-type: none"> <li>• Listens to short and simple stories told or read with enjoyment and joins in choruses at the appropriate time and repeats language chunks where appropriate in pairs and small groups;</li> <li>• Names some of the things in the picture in response to questions from the teacher (e.g. What? Who?)</li> <li>• Answers simple literal questions about the story with the support of the pictures, (e.g. What, Who, Where)</li> <li>• Role-plays parts of the story using gestures and props (masks, puppets etc)</li> </ul>	<p>(e.g. 'What, Who, Where, How')</p> <ul style="list-style-type: none"> <li>• Makes simple requests and statements in the new language with the support of the teacher (e.g. 'May I have a glass of water?', 'Can I go outside and play, please?')</li> <li>• Takes turns to give simple instructions and commands during language games to peers</li> <li>• Follows a short sequence of 2-3 instructions given by the teacher, ('Come with your friend to the front of the classroom')</li> <li>• Listens to a simple recount, given by teacher (2 sentences) telling about what she did</li> <li>• With help from the teacher, gives a simple recount (1-2 sentences), for example, learners tell the teacher about the weather</li> </ul> <p><b>Story telling</b></p> <ul style="list-style-type: none"> <li>• Listens to short stories told and read with enjoyment and joins in choruses at the</li> </ul>
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<p><b><i>Development of concepts, vocabulary and language structures</i></b></p> <ul style="list-style-type: none"> <li>• Respond to greetings and commands</li> <li>• Repeats some language chunks confidently</li> <li>• Begins to develop some oral vocabulary</li> </ul>	<p><b><i>Development of concepts, vocabulary and language structures</i></b></p> <ul style="list-style-type: none"> <li>• continues to build oral vocabulary</li> <li>• uses some language chunks confidently</li> <li>• responds to simple requests, commands and instructions</li> <li>• uses simple formulaic language</li> <li>• begins to develop understanding and ability to use <b>simple language structures</b> in the context of meaningful spoken language eg. personal pronouns (I, my, we etc)</li> <li>• responds to question forms</li> <li>• understands and use verbs in simple conversations</li> <li>• responds to commands/imperatives</li> <li>• responds to simple requests, commands and instructions</li> </ul>	<p>appropriate time and repeats language chunks where appropriate in pairs and small groups;</p> <ul style="list-style-type: none"> <li>• Answers simple literal questions about a story with short answers (Who, What, Where)</li> <li>• Makes meaning of the visual text.</li> <li>• Listens and responds to a short simple story read aloud by the teacher</li> <li>• Role-plays parts of the story using gestures and props (masks, puppets etc)</li> <li>• Tells parts of the story with teacher's support</li> </ul> <p><b><i>Development of concepts, vocabulary and language structures</i></b></p> <ul style="list-style-type: none"> <li>• uses language chunks confidently</li> <li>• responds to simple requests, commands and instructions</li> <li>• uses simple formulaic language</li> <li>• begins to develop understanding and ability to use <b>simple language structures</b> in the context of meaningful spoken</li> </ul>
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		<p>language e.g. personal pronouns (I, my, we etc)</p> <ul style="list-style-type: none"><li>• responds to question forms</li><li>• understands and use verbs in simple conversations</li><li>• responds to commands/imperatives</li><li>• continues to build and model the acquired vocabulary and language chunks in simple dialogues</li><li>• uses some negative forms e.g. I cannot swim etc</li></ul>
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## 3.2 OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE SECOND ADDITIONAL LANGUAGE (SAL) GRADES 1-3

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE SECOND ADDITIONAL LANGUAGE (SAL) GRADES 1-3			
	GRADE 1	GRADE 2	GRADE 3
LITERACY	<p><b>Phonological awareness</b></p> <ul style="list-style-type: none"> <li>Claps out words in actions songs, poems, short spoken sentences (Ek skop die bal, realeboga; ngiyathokoza; enkosi; etc.)</li> <li>Claps out syllables in key words in spoken word (Sa-wu-bo-na; Du-me-lang; Mo-lo; Goei-e-mô-re; etc.), song, poem, story</li> </ul>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words in familiar words and spoken sentences.</li> <li>Segments and blends spoken words into syllables ( e.g. u-ma-ma, umama)</li> </ul>	<p><b>Phonological and Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Segments spoken words into syllables and blends them together again</li> <li>Uses syllable cards to build words (look, say and do)</li> </ul>
	EMERGENT	<ul style="list-style-type: none"> <li>Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words, songs, poem, story( e.g. Si- ya-bon-ga)</li> <li>Hearing repeated sounds (in word play)</li> <li>Identifies the sounds at the beginning of spoken words (inhloko; ikhanda; neus; etc.)</li> <li>Segments spoken words by clapping on each syllable (e.g. words from the</li> </ul>	<ul style="list-style-type: none"> <li>Segments and blends sounds in oral words, e.g. u-ba-ba, ubaba.</li> <li>Identifies the sounds at the beginning of spoken words</li> <li>Identifies the sounds at the end of spoken words, e.g. baleka</li> <li>Identifies the sounds at the beginning and end of spoken words</li> <li>Segments oral sentences into individual words by clapping on each word</li> </ul>

<p>story)</p> <p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>• Story telling (simple stories linked to the theme) with resources such as Big Books, visuals, puppets etc.</li> <li>• Engages with visuals in Big Books/ conversational posters with the teacher.</li> <li>• After repeated visual engagements, repeats key vocabulary (look hear, say and do)</li> <li>• After repeated storytelling, repeats language chunks</li> <li>• Listens to the story told while following the teacher and looking at the pictures</li> <li>• Identifies objects in the pictures (e.g. ‘Show me Thandi’s teacher. ‘Point to ...’)</li> <li>• Talks about the pictures in the story using the SAL as much as possible but the <b>Home Language</b> where necessary</li> <li>• Participates in story lessons by</li> </ul>	<p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Listens to the story read while following the teacher and looking at the pictures (Big Book, Conversational poster etc)</li> <li>• Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher.</li> <li>• Talks about the pictures in the story using the SAL as much as possible but the Home Language where necessary</li> <li>• Identifies and names objects in the pictures (e.g. ‘Show me the old man.’ ‘Point to the dog.’)</li> <li>• Answers some simple questions with the support of the pictures (e.g. ‘Who? What? Where?’)</li> <li>• After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs</li> </ul>	<p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster for enjoyment and joins in choruses at the appropriate time</li> <li>• Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers reads more fluently with expression.</li> <li>• Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher</li> <li>• Answers simple literal questions about a story with short answers, (Where What Who, How)</li> <li>• Names some of the things in the picture in response to questions from the teacher and peers (e.g. ‘What this?’ A fish’)</li> <li>• Recognises and reads some common words in the SAL print in the classroom, e.g. wall display.</li> <li>• Reads fluently, the Shared reading text covered in Term 1 and 2 in small groups</li> <li>• Makes meaning and responds to simple literal</li> </ul>
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<p>repeating key vocabulary and engaging with visuals in pairs and in small groups</p> <ul style="list-style-type: none"> <li>• After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups</li> <li>• Learns some oral vocabulary from visual texts (Big Book, Poster etc.)</li> <li>• Participates in story lessons by responding to simple oral questions</li> </ul>	<p>and small groups</p> <ul style="list-style-type: none"> <li>• Responds to some simple literal questions related to the story</li> <li>• Begins to recognise some written words in SAL in the Shared Reading activity.</li> <li>• Learns some oral vocabulary from the story</li> <li>• Recognises and reads some common words in the SAL print in the classroom, e.g. wall display</li> <li>• Acts out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and small groups.</li> </ul>	<p>questions (Who, What, Where, How )based on Shared Reading text</p> <ul style="list-style-type: none"> <li>• Acts out parts of the story, using some of the dialogue in pairs and small groups using simple props, masks and puppets in pairs and small groups.</li> <li>• With help from the teacher, retells parts of the story in pairs.</li> </ul>
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