

GRADE 3 FIRST ADDITIONAL LANGUAGE ENGLISH	
REQUIREMENTS PER TERM	
TERM 1	
LISTENING AND SPEAKING (ORAL)	SUGGESTED CONTACT TIME
	1 hour 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. They should try to cover as many activities as possible in the time available.</p> <p>The teacher 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 the teacher to recycle simple, basic language structures and vocabulary 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 (30 minutes per week)</b>	
<p>The activities vary in length. The teacher could do one longer activity or two or three short ones per week.</p> <ul style="list-style-type: none"> <li>• Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘Wild Animals’</li> <li>• Follows instructions, for example, ‘Take out your exercise books and pencils. Write the date in the top right hand corner.’</li> <li>• Gives simple instructions, for example, ‘Hold my hand.’</li> <li>• 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.)</li> <li>• Asks for clarification, for example, ‘I don’t understand. Please say that again.’</li> <li>• Responds to and makes requests, for example, ‘Can I use the dictionary, please?’</li> <li>• Participates in a short conversation on a familiar topic, for example, the weather, my family</li> <li>• 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?’</li> <li>• 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.’</li> <li>• Listens to a simple recount, for example, the teacher telling about a trip to the zoo</li> <li>• With help from the teacher, gives a simple recount, for example, learner tells the teacher about something he/she did</li> <li>• Understands and uses language structures in context, for example, past tense ‘I saw a giraffe.’</li> <li>• Memorises and performs simple poems, action rhymes and songs, for example, The animals went in two by two</li> <li>• Plays language games, for example, Guess who I am .....</li> </ul>	

**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
<p>Minimum time: 1 hour</p> <p>Maximum time: 1 hour 30 minutes per week</p>	
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Phonics (15 minutes per week)</b></p> <p><i>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.</i></p> <p><b>Weeks 1 – 5</b></p> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters, recognising differences in pronunciation between Home and First Additional Language.</li> <li>Recognises consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning of a word (e.g. sh-ip, ch-ip, th-in, wh-en)</li> <li>Distinguishes between different vowel sounds aurally (e.g. the 'u' in put and 'u' in bus make different sounds.)</li> <li>Builds and sounds out short (3 and 4-letter) words using sounds learnt.</li> </ul> <p><b>Weeks 6 – 10</b></p> <ul style="list-style-type: none"> <li>Recognises consonant digraphs ('sh', 'ch', 'th') at the end of a word (e.g. fi-sh, ri-ch, wi-th)</li> <li>Recognises vowel digraphs (e.g. 'oo' as in boot, 'oa' as in boat)</li> <li>Builds and sounds out short (3 and 4-letter) words using sounds learnt</li> </ul> <p><b>Shared Reading (time has been allocated under Listening and Speaking)</b></p> <p><i>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</i></p> <ul style="list-style-type: none"> <li>Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction</li> <li>Answers literal questions about a story, for example, 'What did the boy do at school?'</li> <li>Describes how a story made him/her feel, code switching if necessary</li> </ul> <p><b>Group Guided Reading (Minimum 45 minutes, maximum 1 hour 15 minutes per week)</b></p> <p><i>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.</i></p> <p><i>Where teachers are using minimum time for the First Additional Language, they should do whole class guided reading three times a week.</i></p> <ul style="list-style-type: none"> <li>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</li> <li>Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)</li> <li>Reads with increasing fluency and expression</li> <li>Shows an understanding of punctuation when reading aloud</li> <li>Continues to build a sight vocabulary from the guided, shared and independent reading</li> </ul>	

**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	
<p><b>WRITING</b></p> <p><b>LANGUAGE USE</b></p>	<p><b>SUGGESTED CONTACT TIME</b></p> <p><b>Writing:</b></p> <p>Minimum time: 30 minutes per week</p> <p>Maximum time: 1 hour per week</p> <p><b>Language use:</b> 30 minutes per week</p>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Writing Activities (minimum 30 minutes, maximum 1 hour per week)</b></p> <p><i>One or two main writing activities where maximum time is being used and one activity where minimum time is being used</i></p> <ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language</li> <li>• Writes increasingly complex lists with headings, for example, <u>Wild Animals</u>: elephants, giraffes, lions, zebras</li> <li>• Writes a simple text, for example, a birthday card</li> <li>• With guidance, writes a simple set of instructions, for example, a recipe</li> <li>• Writes a paragraph of 4–6 sentences on a familiar topic</li> <li>• Uses the writing process (drafting, writing, editing and publishing)</li> <li>• Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas)</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Builds own word bank and personal dictionary</li> <li>• Uses children’s dictionaries (monolingual and bilingual)</li> </ul> <p><b>Language Use Activities (30 minutes per week)</b></p> <p><i>In these activities learners will begin to focus on grammar in use. Grammar should be taught in a meaningful context.</i></p> <ul style="list-style-type: none"> <li>• Understands and uses the simple present tense</li> <li>• Understands and uses ‘There is/are’ For example, There is a book on the table.</li> <li>• Understands and uses the possessive form of nouns, for example, the book’s cover</li> <li>• Revises some of the grammar covered informally in Grades R to 2</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>• With support, writes a simple set of instructions</li> </ul> <p><b>Suggested Formal Assessment Activity 1</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>• Writes a paragraph of 4–6 sentences on a familiar topic</li> </ul> <p><b>Suggestions for Informal Assessment Activities:</b></p> <p><b>Language Use: (written)</b></p> <ul style="list-style-type: none"> <li>• Writes meaningful captions for pictures using the frame: There is _____. There are _____.</li> <li>• Writes meaningful sentences using the possessive form of nouns with some accuracy</li> </ul> <p><b>Suggested Formal Assessment Activity 1</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>• Writes meaningful sentences in the simple present tense with some accuracy</li> </ul>	

TERM 2	
LISTENING AND SPEAKING (ORAL)	SUGGESTED CONTACT TIME
	1 hour per week
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Weeks 1–5</b></p> <p>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.</p> <p>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.</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 also 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 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.</p> <p><b>Daily activities (30 minutes per week)</b></p> <p>The activities vary in length. The teacher could do one longer activity or two or three short ones per week.</p> <ul style="list-style-type: none"> <li>• Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘Growing Things’</li> <li>• 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.’</li> <li>• Gives simple instructions, for example, ‘Now water the seed.’</li> <li>• Understands and responds to simple questions such as ‘When ...?’ ‘Why ...?’ ‘What ...?’ , for example, ‘What do you think the seed will grow into?’</li> <li>• Asks for clarification, for example, I don’t understand. Please explain it again.</li> <li>• Responds to and makes requests, for example, ‘Can I use the dictionary, please?’</li> <li>• Participates in a short conversation on a familiar topic, for example, their friends and what they are doing</li> <li>• 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?’</li> <li>• 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.’</li> <li>• 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.’</li> <li>• Gives a simple oral recount, for example, tells about planting a seed and growing a plant</li> <li>• 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</li> <li>• Memorises and performs simple poems, action rhymes and songs, for example, ‘We are going to plant a bean in our little garden green.’</li> <li>• Plays language games, for example, I spy with my little eye .....</li> </ul>	

**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
<b>CONTENT/CONCEPTS/SKILLS</b>	
<b>Phonics (15 minutes per week)</b>	
<i>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.</i>	
<b>Weeks 1 – 5</b>	
<ul style="list-style-type: none"> <li>• Recognises at least three new vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book etc.)</li> <li>• Recognises silent 'e' in words (e.g. cake, time, hope, note)</li> <li>• Builds and sounds out words using sounds learnt</li> </ul>	
<b>Weeks 6 – 10</b>	
<ul style="list-style-type: none"> <li>• Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk, bla-ck, ch-op, cl-ap)</li> <li>• Recognises known rhyming words (e.g. fly, sky, dry, cry, try)</li> <li>• Distinguishes between long and short vowel sounds orally as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit'</li> <li>• Builds and sounds out words using sounds learnt</li> </ul>	
<b>Shared Reading (Time has been allocated under Listening and Speaking)</b>	
<i>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</i>	
<ul style="list-style-type: none"> <li>• Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction</li> <li>• Answers literal questions about a story, for example, 'Who grew the enormous turnip?'</li> <li>• Describes how a story made him/her feel, code switching if necessary</li> </ul>	
<b>Group Guided Reading (Minimum 45 minutes, maximum 1 hour 15 minutes per week)</b>	
<i>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.</i>	
<i>Where teachers are using minimum time for the First Additional Language, they should do whole class guided reading three times a week.</i>	
<ul style="list-style-type: none"> <li>• 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</li> <li>• Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)</li> <li>• Reads with increasing fluency and expression</li> <li>• Shows an understanding of punctuation when reading aloud</li> <li>• Continues to build a sight vocabulary from the guided, shared and independent reading</li> </ul>	

**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	
<b>WRITING</b>  <b>LANGUAGE USE</b>	<b>SUGGESTED CONTACT TIME</b>  <b>Writing:</b> Minimum time: 30 minutes per week Maximum time: 1 hour per week  <b>Language use:</b> 30 minutes per week
<b>CONTENT/CONCEPTS/SKILLS</b>  <b>Writing Activities (Minimum 30 minutes, maximum 1 hour per week)</b>  <i>One or two main writing activities where maximum time is being used and one activity where minimum time is being used</i> <ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language</li> <li>• Writes increasingly complex lists with headings, for example, <u>Things plants need</u>: water, soil, air, sunlight</li> <li>• With guidance, writes a simple set of instructions, for example, how to grow a plant</li> <li>• Writes a paragraph of 4–6 sentences on a familiar topic</li> <li>• Organises information in a chart, table or bar graph, for example, the life cycle of a plant</li> <li>• Uses the writing process (drafting, writing, editing and publishing)</li> <li>• Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas)</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Builds own word bank and personal dictionary</li> <li>• Uses children’s dictionaries (monolingual and bilingual)</li> </ul> <b>Language Use Activities (30 minutes per week)</b>  <i>In these activities learners will begin to focus on grammar in use. Grammar should be taught in a meaningful context.</i> <ul style="list-style-type: none"> <li>• Understands and uses the present progressive, for example, ‘We are planting a seed’</li> <li>• Countable and uncountable nouns, for example, bottles/water</li> <li>• Revises some of the grammar covered informally in Grades R to 2</li> </ul>	
<b>ASSESSMENT</b>  <b>Suggestions for Informal Assessment Activities:</b>  <b>Writing: (written)</b> <ul style="list-style-type: none"> <li>• Organises information in a chart, table or bar graph</li> </ul> <b>Suggested Formal Assessment Activity 2</b>  <b>Writing: (written)</b> <ul style="list-style-type: none"> <li>• Writes a paragraph of 6–8 sentences on a familiar topic</li> </ul> <b>Suggested Formal Assessment Activity 3</b> <ul style="list-style-type: none"> <li>• With support, writes a simple set of instructions, for example, a recipe</li> </ul> <b>Suggestions for Informal Assessment Activities:</b>	

**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

<b>TERM 3</b>	
<b>LISTENING AND SPEAKING (ORAL)</b>	<b>SUGGESTED CONTACT TIME</b>
	1 hour 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. They should try to cover as many activities as possible in the time available.</p> <p>Teachers 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 also 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 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.</p>	
<b>Daily activities (30 minutes per week)</b>	
<ul style="list-style-type: none"> <li>• Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘Making Things’</li> <li>• 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.’</li> <li>• Gives simple instructions, for example, ‘Colour it yellow.’</li> <li>• Understands and responds to simple questions such as ‘When ...?’ ‘Why ...?’ ‘How ...?’ (e.g. ‘How do you make a scary mask?’)</li> <li>• Asks for clarification, for example, ‘I don’t understand. Can you help me, please?’</li> <li>• Responds to and makes requests, for example, ‘Can I use the dictionary, please?’</li> <li>• Participates in a short conversation on a familiar topic, for example, what is going on in the community</li> <li>• 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</li> <li>• 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.’</li> <li>• 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.’</li> <li>• Gives a simple oral recount, for example, tells about making a mask</li> <li>• Understands and uses language structures in context, for example, demonstrative pronouns: ‘Please give me <u>that</u>.’</li> <li>• Memorises and performs simple poems, action rhymes and songs, for example, ‘There’s a ghost in our house!’</li> <li>• Plays language games, for example, I spy with my little eye .....</li> </ul>	

**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. 'thatha' and 'thin')
- 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	
<b>WRITING</b>  <b>LANGUAGE USE</b>	<b>SUGGESTED CONTACT TIME</b>  <b>Writing:</b> Minimum time: 30 minutes per week Maximum time: 1 hour per week  <b>Language Use:</b> 30 minutes per week
<b>CONTENT/CONCEPTS/SKILLS</b>  <b>Writing Activities (minimum 30 minutes, maximum 1 hour per week)</b>  <b><i>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</i></b> <ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language</li> <li>• Writes increasingly complex lists with headings, for example, <u>Things you need to make a mask</u>: paper, koki pens, scissors, string</li> <li>• Writes a paragraph of 4–6 sentences on a familiar topic</li> <li>• Organises information in a chart, table or bar graph, for example, story board of making a mask</li> <li>• With guidance, writes a personal recount of experiences, for example, ‘Yesterday I made a mask. First I ..... Then I ..... Next I ..... Finally I .....’</li> <li>• Uses the writing process (drafting, writing and editing)</li> <li>• Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas)</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Uses past tense with increasing accuracy</li> <li>• Builds own word bank and personal dictionary</li> <li>• Uses children’s dictionaries (monolingual and bilingual)</li> </ul> <b>Language Use Activities (30 minutes per week)</b>  <b><i>In these activities learners will begin to focus on grammar in use. Grammar should be taught in a meaningful context.</i></b> <ul style="list-style-type: none"> <li>• Understands and uses the past tense, for example, ‘Yesterday I made a mask.’</li> <li>• Understands and uses countable and uncountable nouns (revision)</li> <li>• Understands and uses the articles ‘a’ and ‘the’ with nouns, for example, a bottle/the bottle, water/the water</li> <li>• Revises some of the grammar covered informally in Grades R to 2</li> </ul>	
<b>ASSESSMENT</b>  <b>Suggestions for Informal Assessment Activities:</b>  <b>Writing: (written)</b> <ul style="list-style-type: none"> <li>• Organises information in a chart, table or bar graph, for example, story board of making a mask</li> </ul> <b>Suggested Formal Assessment Activity 4</b>  <b>Writing: (written)</b> <ul style="list-style-type: none"> <li>• Writes a paragraph of 4–6 sentences on a familiar topic</li> </ul>	

**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
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Weeks 1–5</b></p> <p>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.</p> <p>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.</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 also 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 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.</p> <p><b>Daily activities (30 minutes per week)</b></p> <p>The activities vary in length. The teacher could do one longer activity or two or three short activities per week.</p> <ul style="list-style-type: none"> <li>• Continues to develop an oral (listening and speaking) vocabulary using themes or topics such as ‘Transport’</li> <li>• Follows and gives instructions</li> <li>• Understands and responds to simple questions such as ‘When ...?’ ‘Why ...?’ ‘How ...?’ (‘How do you travel to school?’)</li> <li>• Asks for clarification, for example, ‘What does ‘transport’ mean?’</li> <li>• Responds to and makes requests, for example, ‘Can I borrow a ruler’, please?’</li> <li>• Participates in a short conversation on a familiar topic, for example, their journey to school</li> <li>• 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?’</li> <li>• 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.’</li> <li>• Listens to and gives a simple oral recount, for example, my journey to school this morning</li> <li>• Understands and uses language structures in context</li> <li>• Memorises and performs simple poems, action rhymes and songs, for example, The wheels on the bus go round and round</li> <li>• 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</li> </ul> <p><b>Focussed listening and speaking (30 minutes per week)</b></p> <p><b>Listens to stories told and read (Shared Reading)</b></p> <p><b>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.</b></p>	

- 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	
<b>WRITING</b>  <b>LANGUAGE USE</b>	<b>SUGGESTED CONTACT TIME</b>  <b>Writing:</b> Minimum time: 30 minutes per week Maximum time: 1 hour per week  <b>Language Use:</b> 30 minutes per week
<b>CONTENT/CONCEPTS/SKILLS</b>  <b>Writing Activities (30 minutes per week)</b>  <i>One or two main writing activities per week where maximum time is being used and one activity where minimum time is being used</i>  <i>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.</i> <ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language</li> <li>• Writes increasingly complex lists with headings, for example, <u>Different kinds of transport</u>: bicycle, car, train, motor cycle, taxi, bus, ship, plane</li> <li>• Writes a paragraph of 6–8 sentences on a familiar topic</li> <li>• 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</li> <li>• Writes a personal recount of experiences, for example, ‘Last weekend I .... First I ..... etc.’</li> <li>• Together with the teacher, writes a simple story and copies it (Shared Writing)</li> <li>• Uses the writing process (drafting, writing, editing and publishing)</li> <li>• Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas)</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Uses past tense with increasing accuracy</li> <li>• Builds own word bank and personal dictionary</li> <li>• Uses children’s dictionaries (monolingual and bilingual)</li> </ul> <b>Language Use Activities (30 minutes per week)</b>  <i>In these activities learners will begin to focus on grammar in use. Grammar should be taught in a meaningful context.</i> <ul style="list-style-type: none"> <li>• Understands and uses the future tense, for example, I will go to town tomorrow</li> <li>• Understands and uses comparative adjectives, for example, A car is faster than a bicycle. An aeroplane is the fastest.</li> <li>• Revises some of the grammar covered informally in Grades R to 2</li> </ul>	

**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)