

2021 Annual Teaching Plans

ENGLISH FAL

Foundation Phase



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INTRODUCTION

Shuter & Shooter is committed to serving the educational needs of a changing South Africa.



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- We provide supplementary professional services in the education sector.
- We offer superior customer service and distribution.

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Our products include:

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We are also proud to be an accredited training provider, registered with the ETDP SETA and SACE.

Why choose our books?

- Fully CAPS compliant
- Lots of activities and exercises
- Relevant examples throughout the books
- Simple language, written at the level of the learner
- Easy to plan lessons
- Planning and Tracking Booklets help to make teaching easier

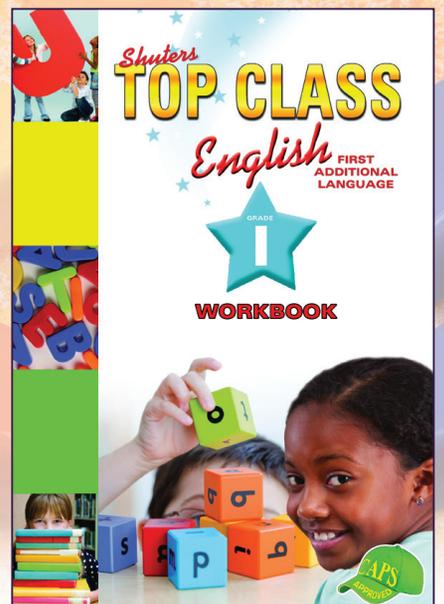
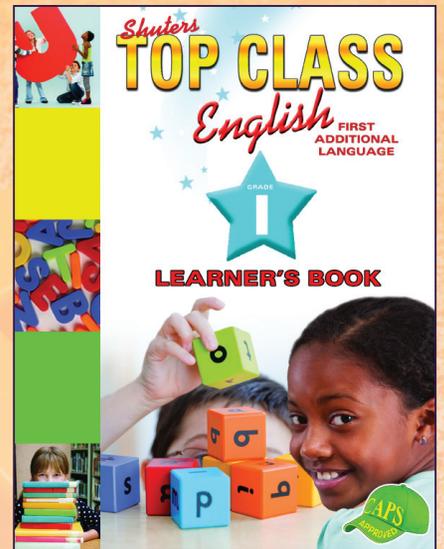
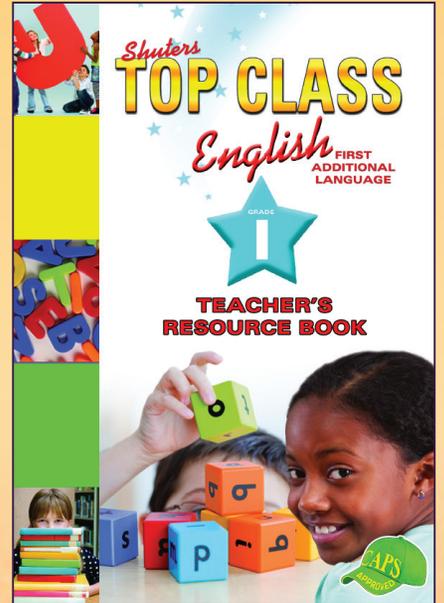
Advantages of using our books

- Improves learners' results
- Assess progress easily
- Reduce the administrative burden
- Helps save planning and preparation time
- Follows the CAPS precisely, making teaching easier
- Most of our titles are also available as e-Books

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Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 1 Learner's Book
Week 1	This is me	<ul style="list-style-type: none"> Greet the learners and let them greet the friend next to them. <p>Suggested vocabulary</p> <ul style="list-style-type: none"> Teach learners the theme words: I, feel, happy, sad same, different 	<ul style="list-style-type: none"> Tell learners to look at the picture. Second Read: Read the story to learners. 	<ul style="list-style-type: none"> Teach an attention getter. 	<ul style="list-style-type: none"> Tell learners to draw themselves and write their names. 	iv-7
Week 2	My birthday	<ul style="list-style-type: none"> Greeting Teach learners a routine and procedure to move to the carpet and back to their tables. <p>Suggested vocabulary</p> <ul style="list-style-type: none"> six, seven, eight years old more, fewer 	<ul style="list-style-type: none"> First-Read: Read a story to learners, explaining each sentence with code-switching. 	<ul style="list-style-type: none"> Teach another attention getter. 	<ul style="list-style-type: none"> Draw your family. 	8-11

Week 3	We go to school	<ul style="list-style-type: none"> Greeting <p>Suggested vocabulary</p> <ul style="list-style-type: none"> happy, sad, feel, today, backpack, bag, carry, school, favourite, draw, listen, story, excited, friend, teacher, dog, classroom, read, write, sing 	<ul style="list-style-type: none"> Shared reading Pre read activity: First read Learners illustrate the story on Wednesday. Second read. 	<ul style="list-style-type: none"> Environmental sounds. Make two sounds, learners decide whether it's the same or different. 	<ul style="list-style-type: none"> I feel... (Learners draw about how do they feel at school.) 	34–39
Week 4		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> scared, first, uniform, shoes, stationery, pencil, pen, book, learn, teach, maths, letters, taxi, bus, drive, walk, desk, sit, front, back 	<ul style="list-style-type: none"> Shared reading Pre read activity First read Learners illustrate the story on Wednesday. Second read (Learners recount a part of the story they liked most.) 		<ul style="list-style-type: none"> I like... (Learners draw something they like at school.) 	
Week 5	My family	<ul style="list-style-type: none"> Greeting <p>Suggested vocabulary</p> <ul style="list-style-type: none"> big, small, family, home, brother, sister, baby, friend, grandmother, grandfather, grandparents, wait, help, clean, dirty, backyard, climb, game, skip, rope 	<ul style="list-style-type: none"> Shared reading Pre read activity First read (visualise) Learners illustrate the story on Wednesday Second read (inferences): At the end, learners recount a part of the story. 		<ul style="list-style-type: none"> My family is... (Learners draw their family.) 	22–26
Week 6		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> little, big, born, new, younger, older, sibling, doll, hold, held, wrap, blanket, nappy, neck, strong, weak 	<ul style="list-style-type: none"> Shared reading Pre read activity: First read Learners illustrate the story on Wednesday. Second read (Recount one thing you remember from the story.) 	<ul style="list-style-type: none"> a <i>ant, apple, axe, animal</i> 	<ul style="list-style-type: none"> My family is... (Learners draw something they like to do with their family.) 	

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 1 Learner's Book
Week 7	We play outside	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> ball, kick, throw, bounce, hot, cold, outside, inside, playground, slide, swings, down, run, pond, swim, jump, tree, sun, shade, sit 	<ul style="list-style-type: none"> Shared reading Pre read activity First read Learners illustrate the story on Wednesday. Second read 	<p>s</p> <p><i>snake, snail, sand, sun</i></p> <p>Revision of <i>a</i> and <i>s</i> sound</p>	<ul style="list-style-type: none"> I like to... Learners draw something they like doing outside. 	14–15
Week 8		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> season, temperature, summer, winter, spring, flowers, leaves, grow, bucket, splash, dry, wet 	<ul style="list-style-type: none"> Shared reading: Pre read activity First read (visualise) Learners illustrate the story on Wednesday. Second read (Recount the story.) 	<p>t</p> <p><i>tap, tiger, tortoise not, spot, got, dot</i></p> <p>Learners differentiate between <i>t</i> and <i>s</i>.</p> <p>Segmenting and blending:</p> <ul style="list-style-type: none"> First the teacher illustrates how to segment the word <i>tap</i>, then the learners do it. Do this with several words like <i>tap, sat, mat</i>. 	<ul style="list-style-type: none"> I like to play... Learners draw a place they like to be outside. 	86–89

<p>Week 9</p>	<p>We have feelings</p>	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> • sad, mad, embarrassed, feeling, late, miss, bus, grumpy, mood, silly, bad, good, wear, uniform, wrong, swimming costume, mistake, forget, bag, calm 	<ul style="list-style-type: none"> • Shared reading • Pre-read: Prediction • First Read: Make connection • Illustrate the story • Second read: making connections • Recount the story 	<p>P</p> <p><i>path, power, pap, pencil map, clap, cap</i></p> <ul style="list-style-type: none"> • Rhyming words: pat, sat, tap • Differentiate between s and p. • Segmenting and blending words. 	<ul style="list-style-type: none"> • I felt grumpy when... • Learners draw a time when they felt grumpy. 	<p>16-21</p>
<p>Week 10</p>		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> • excited, scared, love, hate, confused, corrected (verb), shorten, annoyed, long, short, polite, rude, worried, quickly, slowly, wait, syllable, name, clap, count 	<ul style="list-style-type: none"> • Shared reading • Pre-read: Prediction • First Read: Make inferences • Illustrate the story • Second read 	<ul style="list-style-type: none"> • Environmental sounds (clap, whistle, stamp, click) • Make sound patterns and learners must copy the teacher • Rhyming words 	<ul style="list-style-type: none"> • I felt scared when... • Learners draw a time when they felt scared. 	

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 1
Week 1	Friends	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> friend, friends, talk, play, alone, meet, shy, friendly, tripped, laugh, joke, joking, share, give, kind, unkind, park, playground, home, slide 	<ul style="list-style-type: none"> Monday: Pre read activity Tuesday: First read Wednesday: Story illustration Thursday: Second read Friday: Post read activity (Learners recount a part of the story they liked most.) 	<ul style="list-style-type: none"> Do revision of sounds taught in term 1 on the first two days. i <i>it, sit, pit, tip, sip, pip</i> Remind learners that we have learned the sounds <i>p</i> and <i>i</i>. Learners differentiate between the two sounds. Segments oral sentences into individual words. 	<ul style="list-style-type: none"> My friend is... Learners draw themselves with their best friend. 	40–45
Week 2		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> mean, nice, argue, argument, talent, drama, maths, sports, ground, fun, tell, secret, jealous, proud, race, trophy, apologise, sorry, card, draw 	<ul style="list-style-type: none"> Monday: Pre read activity Tuesday: First read Wednesday: Story illustration Thursday: Second read Friday: Post read activity 	<ul style="list-style-type: none"> Do revision of sounds taught n <i>nap, nip, nit, pin, tin, sin</i> Differentiate between <i>i</i> and <i>n</i> Segments oral sentences into individual words. 	<ul style="list-style-type: none"> We like to... Learners draw something they like to do with their friends. 	

Week 3	Growing things	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> seed, grow, wheat, plant, sunshine, soil, water, rain, help, cut, grind, bake, meal, flour, bread, pap, share, work, alone, together 	<ul style="list-style-type: none"> Monday: Pre read activity Tuesday: First read Wednesday: Story illustration Thursday: Second read Friday: Post read activity (Learners recount a part of the story they liked most.) 	<ul style="list-style-type: none"> Review past sounds and words. m <i>mat, man, mam, mop, met, men</i> Differentiate between <i>m</i> and <i>n</i> Segments oral sentences into individual words. 	<ul style="list-style-type: none"> I want to grow... Learners draw something they would like to grow. 	66–69
Week 4		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> garden, tomatoes, carrots, cabbage, spinach, bed, worm, seedling, dig, replant, raised, bed 	<ul style="list-style-type: none"> Monday: Pre read activity Tuesday: First read Wednesday: Story illustration Thursday: Second read Friday: Post read activity (Learners recount a part of the story they liked most.) 	<ul style="list-style-type: none"> Review past sounds and words. h <i>hut, hen, his, hat, has, hit, ham</i> Differentiate between <i>d</i> and <i>h</i> Claps out syllables in familiar words, e.g. sight words. 	<ul style="list-style-type: none"> My garden is full of... Learners draw their garden. 	
Week 5	Animals	<p>Suggested vocabulary</p> <p>stripes, spots, leopard, zebra, fur, soft, lion, rabbit, claw, sharp, teeth, scary, skin, rough, elephant, snake, bushy, tail, long, short</p>	<ul style="list-style-type: none"> Monday: Pre read activity Tuesday: First read (Visualise) Wednesday: Story illustration Thursday: Second read (Inferences) Friday: Post read activity (Learners recount a part of the story.) 	<ul style="list-style-type: none"> Review past sounds and words. o <i>on, mop, top, pot, not, dot, cot</i> Differentiate between <i>d</i> and <i>o</i> Claps out syllables in familiar words, e.g. sight words. 	<ul style="list-style-type: none"> I want to see... Learners draw a wild animal that they would like to see. 	90–93

ENGLISH FAL Term 2

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 1
Week 6	Animals	Suggested vocabulary short, milk, cow, feed, chicken, horse, carrot, farmer, sheep, peep, snort, chick, pig, maize, lost, cry, goat, horn, sheep, tractor	<ul style="list-style-type: none"> Monday: Pre read activity Tuesday: First read Wednesday: Story illustration Thursday: Second read Friday: Post read activity (Recount one thing you remember from the story.) 	<ul style="list-style-type: none"> Review past sounds and words b <i>bed, bat, beg, bin, bun</i> Differentiate between <i>b</i> and <i>h</i> Identifies rhyming words. 	<ul style="list-style-type: none"> My favourite animal is... Learners draw their favourite animal. 	
Week 7	Sports and games	Suggested vocabulary ball, kick, practise, catch, field, street, day, night, high, low, fence, flew, team, teammate, cricket, netball, surprised, scared, flying, air	<ul style="list-style-type: none"> Monday: Pre read activity Tuesday: First read Wednesday: Story illustration Thursday: Second read Friday: Post read activity (Recount/Act out a part of the story.) 	<ul style="list-style-type: none"> Review past sounds and words. c <i>cat, cap, cot, cap, can</i> Differentiate between <i>c</i> and <i>o</i> Identifies rhyming words. 	<ul style="list-style-type: none"> I want to play... Learners draw a sport they like to play. 	76–80
Week 8		Suggested vocabulary throw, hit, duck, tins, stack, tower, topple, rule, point, goal, score, win	<ul style="list-style-type: none"> Monday: Pre read activity Tuesday: First read Wednesday: Story illustration Thursday: Second read Friday: Post read activity (Recount/Act out the story.) 	<ul style="list-style-type: none"> Review past sounds and words. k <i>kin, kit, kid</i> Differentiate between <i>o</i> and <i>k</i> Identify different initial sounds, e.g. names of peers/objects. 	<ul style="list-style-type: none"> I play games with... Learners draw with who they would like to play games. 	

<p>Week 9</p>	<p>The Three Little Pigs</p>	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> house, grass, sticks, bricks, afraid, wolf, chase, blow, character, first, second, third, down, up, huff, puff, story, door, knock, yell 	<ul style="list-style-type: none"> Monday: Pre read activity Tuesday: First read Wednesday: Story illustration Thursday: Second read Friday: Post read activity: (Recount/Act out the story) 	<ul style="list-style-type: none"> Review past sounds and words. e <i>set, net, pet, met, get ten, pen, men</i> Differentiate between k and e Identify different initial sounds, e.g. names of peers/ objects. 	<ul style="list-style-type: none"> I want to build... Learners draw the house they want to build. 	<p>28–29</p>
<p>Week 10</p>		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> nest, strong, reed, rock, snake, tail, scary, slithering, mice, mouse, whiskers, squeak, destroy, destroyed, swallow, gulp, whack, smack, warn, warning 	<ul style="list-style-type: none"> Monday: Pre read activity Tuesday: First read Wednesday: Story illustration Thursday: Second read Friday: Post read activity (Recount the story) 	<ul style="list-style-type: none"> Review past sounds and words: Revision (<i>a, s, t, p, i, n, d, f, k, c, e, o</i>) Show learners how to build CVC words with sounds taught <ul style="list-style-type: none"> f-i-n c-a-t s-i-t Differentiate between <i>d</i> and <i>f</i> Segmenting and blending of words. 	<ul style="list-style-type: none"> The three little _____ and the big bad _____. 	

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 1
Week 1	All around town	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> taxi, passenger, town, street, bus stop, school, clinic, important, drive, driver, drove, hurry, petrol, full, empty, petrol station, walk, by foot, path, sidewalk 	<ul style="list-style-type: none"> Monday: Pre read activity Tuesday: First read Wednesday: Story illustration Thursday: Second read Friday: Post read activity (Learners recount a part of the story they liked most.) 	<ul style="list-style-type: none"> Do revision of sounds taught in term 2 on the first two days ck <i>sick, pack, sock, kick, sack, mock</i> Introduce the new sound and word Rhyming words, e.g. pack/sack; sick/kick; sock/mock. 	<ul style="list-style-type: none"> I like to go... Draw about a place you like to go in town. 	46–56
Week 2		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> safe, safer, unsafe, home, together, alone, shop, shebeen, warn, warning, passage, between, dark, night, light, day, worried, fast, faster, run 	<ul style="list-style-type: none"> Pre read First Read Wednesday- Draw the story Thursday: Second read Friday- Post read activity 	<ul style="list-style-type: none"> Review past sounds and words. g <i>gap, gas, gel, got, gun, gum, gem</i> Introduce the sound and words Differentiate between <i>ck</i> and <i>g</i> Clap out syllables in familiar words e.g. sight words/ words from the story. 	<ul style="list-style-type: none"> I go to town. Learners draw themselves going to town. 	

Week 3	Working together	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> work, help, class, classmate, giant, beetroot, stuck, pull, frustrated, ground, dirty, sweaty, call, family, strong, clever, right, wrong, team, teamwork 	<ul style="list-style-type: none"> Pre read activity First read Wednesday: Story illustration Second read Post read activity (Learners recount a part of the story they liked most.) 	<ul style="list-style-type: none"> Review past sounds and words. <p>d</p> <i>dad, dot, dim, dog, dry, dam, dig</i> Introduce the sound and words Clap out syllables in familiar words, e.g. sight words/ words from the story. 	<ul style="list-style-type: none"> I work well with... Learners draw the person they like working with. 	62–65
Week 4		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> mess, messy, messier, clean, job, problem, scrub, carpet, fix, broken, paint, wall, pile, papers, box, recycle, gather, idea, group, queue 	<ul style="list-style-type: none"> Pre read activity First read Wednesday: Story illustration Second read Post read activity (Learners recount a part of the story they liked most.) 	<ul style="list-style-type: none"> Review past sounds and words. <p>u</p> <i>sun, bun, gun, hug, bug</i> Introduce the sound and words Do segmenting and blending Differentiate between <i>u</i> and <i>g</i> Rhyming words, e.g. sun/gun/bun; hug/bug. 	<ul style="list-style-type: none"> My friend and I... Learners draw about a time they worked together with their friend. 	

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 1
Week 5	Clothes	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> clothing, blue, red, purple, wear, boots, orange, green, dress, pants, skirt, uniform, jersey, shirt, cold, warm, rain, puddle, wet, dry 	<ul style="list-style-type: none"> Pre read activity First read (Visualise) Learners illustrate the story on Wednesday Second read (Inferences) Post read activity (Learners recount/act out a part of the story.) 	<ul style="list-style-type: none"> Review past sounds and words. r <i>red, rat, rod, rip, rag, rock, rub</i> Introduce the sound and words Do segmenting and blending Differentiate between <i>r</i> and <i>n</i> 	<ul style="list-style-type: none"> I love to wear... Learners draw something they love to wear. Help learners to draw list of clothing they like to wear. 	82–85
Week 6		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> T-shirt, choose, pink, white, dinosaur, car, plain, buy, disagree, argue, shopping, frustrated, boy, girl, front, back, koki pen, draw, mirror, colourful 	<ul style="list-style-type: none"> Pre read activity First read Learners illustrate the story on Wednesday. Second read Post read activity: (Recount one thing you remember from the story.) 	<ul style="list-style-type: none"> Review past sounds and words. f <i>fat, fit, fig, fed, fin, far</i> Introduce the sound and words Do segmenting and blending Differentiate between <i>r</i> and <i>f</i> 	<ul style="list-style-type: none"> I want to buy ... at the clothing shop! Learners draw something new they would like if they went to the clothing shop. Help learners to draw list. 	
Week 7	Reading is fun	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> book, fun, read, parents, cover, story, title, author, page, turn (like to turn a page), title, page number, character, picture, words, interesting, gift, in love, dream, carry 	<ul style="list-style-type: none"> Pre read activity First read Learners illustrate the story on Wednesday. Second read Post read activity- recount/act out a part of the story 	<ul style="list-style-type: none"> Review past sounds and words. l <i>lip lap, lot, lad, lid, lick lock</i> Introduce the sound and words Do segmenting and blending Differentiate between <i>l</i> and <i>f</i> 	<ul style="list-style-type: none"> I want to read a story about... Learners draw about a story they want to read. 	

Week 8		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> newspaper, comics, Bible, difficult, story, phone, app, download, bored, boring, search, exciting, aloud, share, silent, noise, data, free, language, airtime 	<ul style="list-style-type: none"> Pre read activity First read Learners illustrate the story on Wednesday. Second read Post read activity (Recount/act out the story.) 	<ul style="list-style-type: none"> Review past sounds and words. Plurals –s <i>books, dogs, socks, hugs, rats, figs, cats</i> Explain the function of the –s Introduce words and their plurals 	<ul style="list-style-type: none"> I like to read with... Learners draw the person they like reading with. 	
Week 9	Keeping our bodies healthy and safe	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> body, helmet, bike, bicycle, crash, broken, bone, rock, hurt, head, fall, protect, wash, seatbelt, sick, healthy, sleep, tired, awake, brain 	<ul style="list-style-type: none"> Pre Read – Prediction First Read- Wednesday: Story illustration Second read Post read activity: (Recount the story) 	<ul style="list-style-type: none"> Review past sounds and words. Plurals –es <i>boxes, dishes, dresses, brushes, watches, glasses</i> Explain the function of the –es Introduce words and their plurals 	<ul style="list-style-type: none"> My body is healthy when... Learners draw what they do to keep their bodies healthy. Make a list, e.g. healthy food. 	33
Week 10		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> uncomfortable, secret, tell, trust, brave, kiss, lips, hug, food, fruit, vegetable, many, ignore, listen, feeling, shout, greet, high five, window, underneath 	<ul style="list-style-type: none"> Pre Read – Prediction First Read- Wednesday: Story illustration Second read Post read activity: (Recount the story) 	<ul style="list-style-type: none"> Review past sounds and words. Revision II <i>ball, call, fall, pill, kill, hill</i> Introduce the sound and words Do segmenting and blending 	<ul style="list-style-type: none"> I trust... Learners draw someone they can trust. 	

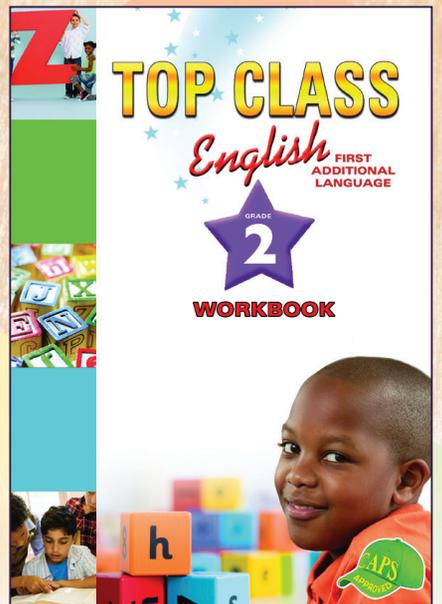
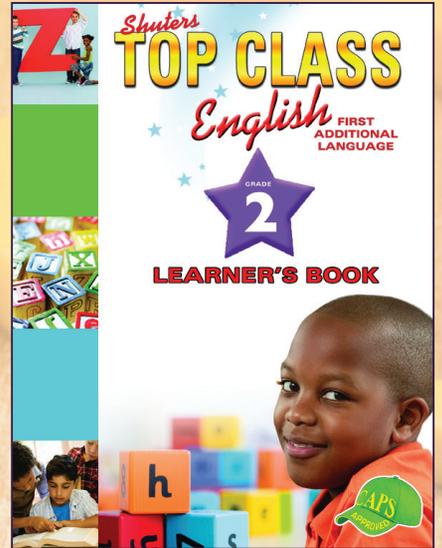
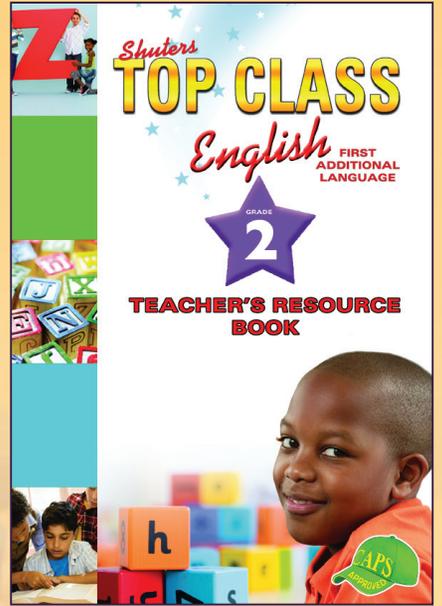
Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 1 Learner's Book
Week 1	Solving problems	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> • problem, solve, creative, idea, paint, paintbrush, lose, find, stare, art, artist, children, fingers, leaf, leaves, bottle cap, different, buy, think, try 	<ul style="list-style-type: none"> • Pre read activity - Predict • First read – Make inferences • Wednesday: Story illustration • Second read – Make inferences • Post read activity (Learners recount a part of the story they liked most.) 	<ul style="list-style-type: none"> • Do revision of sounds taught in term 3 on the first two days. <ul style="list-style-type: none"> j- <i>jog, jam, job, jug, jet</i> • Sound differentiation • Rhyming words • Clap out syllables in words: Own name and the names of peers. 	<p>I could not find... so I ...</p>	
Week 2		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> • wise, argue, shout, mine, tree, mango, mangoes, shade, cut, wood, root, branch, half, fair, unfair, save, own, owner, belong, tricky 	<ul style="list-style-type: none"> • Pre read activity - Predict • First read – Make evaluations (evaluate what is read and be able to justify the evaluation). • Wednesday: Story illustration • Second read – Make inferences • Post read activity (Learners act out the story.) 	<ul style="list-style-type: none"> • Do revision of previously taught sounds and words. <ul style="list-style-type: none"> v- <i>vet, van, vat</i> • Sound differentiation • Clap out syllables in words: Words from the story 	<p>I needed help when... ... helped me solve the problem.</p>	

Week 3	We grow and change	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> change, taller, smarter, kinder, boys, men, girls, women, supposed to, ignore, cry, feelings, important, free, sofa, comfortable, uncomfortable, happy, unhappy 	<ul style="list-style-type: none"> Pre read activity – Predict First read – Make connections (to own frame of reference) Wednesday: Story illustration Second read – Make connections Post read activity (Learners recount/act out the story.) 	<ul style="list-style-type: none"> Do revision of previously taught sounds and words. w- <i>wag, wig, wet, wit, wall, will, well</i> Sound differentiation 	<p>I feel happy and free when I... My ... helps me feel happy and free!</p>
Week 4		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> season, winter, summer, spring, autumn, jacket, cold, fluffy, freezing, fit, tight, short, grow, confused, fight, stolen, thief, drawer, put on, take off, year 	<ul style="list-style-type: none"> Pre read activity - Predict First read – Visualise Wednesday: Story illustration Second read – Visualise Post read activity (Learners recount the story) 	<ul style="list-style-type: none"> Revise taught sounds and words. -x <i>fox, box, fx, six, wax, fax</i> Sound differentiation 	<p>I used to wear my ..., now it...</p>
Week 5	Our living history	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> history, past, present, future, neighbour, neighbourhood, busy, quiet, tailor, barbershop, tram, mosque, synagogue, leave, destroy, bulldozer, force, memory, remember, forget, home 	<ul style="list-style-type: none"> Pre read activity - Predict First read – Search the text (finding simple details) Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount/act out the story) 	<ul style="list-style-type: none"> Revise taught sounds and words. y- <i>yes, yet, yes, yum, yip</i> Sound differentiation Clap out syllables in words: Sight words 	<p>I know that...</p>
Week 6		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> Ramadan, koekies, biscuit, tradition, fast (like when you don't eat for a whole day), hungry, share, struggle, measure, ingredients, knead, dough, ring, sparkle, sparkly, terrible, gasp, pass down, grandmother, great-grandmother 	<ul style="list-style-type: none"> Pre read activity - Predict First read – Make connections Wednesday: Story illustration Second read – Make Connections Post read activity (Learners recount/act out the story.) 	<ul style="list-style-type: none"> Revise taught sounds and words. -y <i>my, cry, why, dry, fry, fly, sky</i> Sound differentiation Rhyming words Clap out syllables in words: Sight words 	<p>A tradition in my family is... This tradition makes me feel ...</p>

ENGLISH FAL Term 4

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 1 Learner's Book
Week 7	Science is fun	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> science, experiment, vaccine, disease, scientist, solve, problems, fun, body, try, inject, needle, virus, small, large, amount, test, dangerous, risk, protect 	<ul style="list-style-type: none"> Pre read activity - Predict First read – Make evaluations Wednesday: Story illustration Second read – Make evaluations Post read activity Formal Assessment: Learners answer questions about the story. 	<ul style="list-style-type: none"> Revise taught sounds and words from Week 1-6. Sound differentiation – initial sounds Plurals – -s; -es: Show a picture of an object and ask learners to say the plural of the word. Repeat with other pictures. 	<p>I want to invent... I want it to...</p>	
Week 8		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> rainbow, sky, colours, rain, sunlight, rain, raindrop, magic, curious, sun, shine, storm, scientist, laptop, computer, research, information, try, appear, disappear 	<ul style="list-style-type: none"> Pre read activity - Predict First read – Make inferences Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount the story.) 	<ul style="list-style-type: none"> Revise taught sounds and words. Sound differentiation – initial sounds Revise plurals Formal Assessment: Clap out syllables in words: Sight words 	<p>I feel curious about...</p>	
Weeks 9 and 10	Consolidation and revision	Revision and assessment	<ul style="list-style-type: none"> Pre read activity - Predict First read – Make inferences Wednesday: Story illustration Second read – Make inferences Post read activity (Learners recount the story.) 	<ul style="list-style-type: none"> Revise taught sounds and words. Sound differentiation – initial sounds Rhyming words Revise plurals 	<ul style="list-style-type: none"> Make a list of what you would like to buy for the holidays. This holiday, I am going to ... Draw a picture. 	

2



Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 2 Learner's Book
Week 1	Consolidation programme and baseline assessment	Baseline assessment	<ul style="list-style-type: none"> Baseline assessment: Comprehension activities 	<ul style="list-style-type: none"> Baseline assessment on phonics done in Grade 1 	Baseline assessment <ul style="list-style-type: none"> Language structures informally taught Creative writing 	
Week 2		Suggested vocabulary same		<ul style="list-style-type: none"> Identifies all single letter sounds. <i>j- jam, jab, job, jaw</i> 	<ul style="list-style-type: none"> Learners draw themselves and write two sentences about themselves. 	
Week 3		Suggested vocabulary different		<ul style="list-style-type: none"> Distinguish aurally between different single sounds, e.g. starting sounds in names, objects, etc. r- <i>red, rob, run, rat, rag, ram</i> 	<ul style="list-style-type: none"> Learners draw their feelings on the first day of school. 	
Week 4		Suggested vocabulary same and different same or different		<ul style="list-style-type: none"> Distinguish different initial, end and middle sounds in simple words. w- <i>wet, wall, win, wax, wig</i> 	<ul style="list-style-type: none"> Make a list of animals. Explain that learners will draw their favourite animal. Then, learners will write two sentences about their favourite animal. 	

Week 5		Suggested vocabulary more	Consolidation activities: <ul style="list-style-type: none"> • Build vocabulary • Revise sight words • Comprehension activities 	-at- words: <i>cat, mat, fat, sat, pat</i>	<ul style="list-style-type: none"> • Learners draw their home. • Then, learners will write two sentences about their home. 	
Week 6		Suggested vocabulary fewer	<ul style="list-style-type: none"> • Pre-read (Predict) • First read 	-an- words <i>pan, fan, can, man, ran, van</i>	<ul style="list-style-type: none"> • Learners draw their best friend and write two sentences about their friend. 	
Week 7	Celebrating birthdays	Suggested vocabulary <ul style="list-style-type: none"> • birthday, celebrate, cake, balloon, blow, candle, present, unwrap, remember, forget, surprise, party 		-e- words <i>ten, pen, hen, men, pet, get, red</i>	<ul style="list-style-type: none"> • Surprise! It's a ...! • Wow! Thank you ... • Learners draw what they want for their birthday before they use the writing frame to complete their sentence. 	
Week 8		Suggested vocabulary <ul style="list-style-type: none"> • wish, secret, believe, gift, knife, spoon, fork, yummy, receive, give, card, invitation 	<ul style="list-style-type: none"> • Second read • Post-read: Recount/Act out the story 	-i- words <i>sit, fit, lid, tin, pin, fin</i>	<ul style="list-style-type: none"> • Things I wish for when I blow out my candles • I wish for ... 	

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 2
Week 9	Getting around	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> drive, car, bus, taxi, fly, airplane, ride, motorcycle, truck, lorry, fast, slow 	<ul style="list-style-type: none"> Pre-read First read 	<p>-o- words</p> <p>pot, lot, rot, top, cot, dot, hot, pop, ton, won</p>	<ul style="list-style-type: none"> I want to drive ... I will go ... 	
Week 10		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> bright, shiny, brave, transportation, trip, boat, bike, on foot, here, there, move, travel 	<ul style="list-style-type: none"> Second read Post-read 	<p>-u- words</p> <p>fun, run, nut, bun, nun</p>	<ul style="list-style-type: none"> I am a ... Learners pretend that they are some kind of transportation. They write about what kind of transport they would be. Read the writing frame to learners. 	

Week 1	Helping friends	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> friendship, kind, helpful, fun, swing, slide, fun, outside, pretend, inside, toys, game 	<ul style="list-style-type: none"> Pre-read First read 	<ul style="list-style-type: none"> Revise some sounds taught in term 1 (e, i, -an words) a and e sounds <i>mat, man, pan, bat pen, hen, red leg, peg, get, wet</i> 	<ul style="list-style-type: none"> My friend is... He / she is... We like to... Learners write about their best friend. 	9-14
Week 2		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> laugh, secret, share, snack, hug, hold hands, understand, listen, mean, nice, stand up for, bully 	<ul style="list-style-type: none"> Second read Post reading activity 	<ul style="list-style-type: none"> Revise some sounds taught in term 1 (o, u, -at words) b and p sounds <i>bun, bed, bat, but, pan, pot, pit, pin</i> 	<ul style="list-style-type: none"> I helped my friend... I felt... My friend felt... Learners write about a time they helped their friend and how it let them feel. 	
Week 3	Setting goals	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> goal, set, future, excellent, improve, quicker, neater, better, save, money, buy, earn 	<ul style="list-style-type: none"> Pre-read First read 	<p>-y (word endings) <i>shy, try, fly, sky, sly, why, dry, by, my</i></p>	<ul style="list-style-type: none"> I will set a goal. My goal is to improve my... I am setting this goal because... I will achieve this goal by... Learners write about what they want to improve at school. 	
Week 4		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> easy, difficult, achieve, competition, plan, work, practise, try, proud, thankful, clever, hard-working, succeed, fail, try, give up 	<ul style="list-style-type: none"> Second read Post-reading activity 	<p>-s (word endings) <i>tie/ties; pie/pies, die/dies; lie/lies</i></p>	<ul style="list-style-type: none"> Learners write about goals they have inside or outside the school. 	

ENGLISH FAL Term 2

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 2
Week 5	We have feelings	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> early, late, grumpy, unhappy, journey, tired, hungry, thirsty, anxious, surgery, trip, disappointed 	<ul style="list-style-type: none"> Pre-read First read 	<p>Long and short vowel sounds</p> <p><i>mad-made cap-cape rat-rate hat-hate sit-site bit-bite kit-kite</i></p>	<ul style="list-style-type: none"> Learners make a list of things that make them happy. Learners make a list of things that make them unhappy. 	
Week 6		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> frown, choose, study, fail, mixed, comfort, sibling, parent, wait, yawn, quietly, wake up 	<ul style="list-style-type: none"> Second read Post-reading activity 	<p>Long and short vowel sounds</p> <p><i>not-note rob-robe ton-tone hop-hope cut-cute tub-tube cub-cube</i></p>	<ul style="list-style-type: none"> Learners write about a time when they were happy and sad. 	
Week 7	Making mistakes	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> mistake, accident, apologise, sorry, tripped, break, calm, drop careful, carefully, scrambled eggs, careless 	<ul style="list-style-type: none"> Pre-read First read 	<p>Words ending in - ed</p> <p><i>bed, shed, fed, bled, sled, asked, baked</i></p>	<ul style="list-style-type: none"> Learners write about a time they made a mistake. 	
Week 8		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> forget, hurt, oops, secret, towards, away, worry, worried, understanding, angry, path, ground 	<ul style="list-style-type: none"> Second read Post-reading activity 	<p>Words ending in -ing</p> <p><i>walking, baking, cooking, singing, writing, doing, barking</i></p>	<ul style="list-style-type: none"> Learners write about what to do after they have made a mistake. 	
Week 9	Being safe and responsible	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> lost, dark, forest, responsible, seatbelt, safe, unsafe, wear, son, daughter, frightened, hurry 	<ul style="list-style-type: none"> Pre-read First read 	<ul style="list-style-type: none"> Revision of all sounds taught so far 	<ul style="list-style-type: none"> I feel safe when... I feel unsafe when... 	81–90
Week 10		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> chase, climb, torn, dirty, take care, animal, clean, feed, fault, adventure, no one, everyone 	<ul style="list-style-type: none"> Second read Post-reading activity 	<ul style="list-style-type: none"> Revision of all sounds taught so far 	<ul style="list-style-type: none"> I am responsible when I... I feel... Learners write to show they care about others or keep themselves safe. 	

Week 1	Traditions	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> slaughter, animal, celebration, tradition, song, dance, learn, culture, pot, clay, dry, design 	<ul style="list-style-type: none"> Pre-read First read Second read Post-reading activity 	<ul style="list-style-type: none"> Do revision of sounds taught in term 1 on the first two days sp <i>spill, spell, spank, spunk, spit, spat, spin, spot</i> Introduce the sound and words. Segmenting and blending Play a game like letter swap Learners write the words in their exercise books. 	<ul style="list-style-type: none"> I want to learn how to ... just like my ... He / she is ... I am ... 	96–102
Week 2		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> church, mosque, religion, pray, carry on, scratch, shiny, inside, holidays, celebrate, clothing, jewellery 	<ul style="list-style-type: none"> Pre-read First read Second read Post-reading activity 	<ul style="list-style-type: none"> Do revision of sounds taught sh- <i>ship, shop, shut, shed, shell, shack, shock, shall</i> Introduce the sound and words. Segmenting and blending. Learners write the words in their exercise books. 	<ul style="list-style-type: none"> In my family we... We do this because ... I like when... I also like... 	
Week 3	Community	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> town, city, village, community, place, school, church, shop, helpful, teacher, farmer, herder 	<ul style="list-style-type: none"> Pre-read First read Second read Post-reading activity 	<ul style="list-style-type: none"> Do revision of previous sounds and words. -sh <i>wish, fish, cash, bush, push, wash, crash, trash</i> Introduce the sound and words. Segmenting and blending. Learners write the words in their exercise books. 	<ul style="list-style-type: none"> Learners write about a place in their community that they like. I like... I like it because... When I go there, I ... I also ... 	

ENGLISH FAL Term 3

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 2
Week 4		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> soup, ingredient, slaughter, stir, trick, villagers, plan, thin, sneaky, clever, rich, poor 	<ul style="list-style-type: none"> Pre-read First read Second read Post-reading activity 	<ul style="list-style-type: none"> Review past sounds Review past words th <i>then, theft, they, think, thank, that, theft, the</i> Introduce the sound and words. Segmenting and blending. Learners write the words in their exercise books. 	<ul style="list-style-type: none"> Learners write about persons in their community they admire. I want to be like ... I think he/she is ... Write a message on a card to thank a person in your community. 	
Week 5	Creative thinking	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> creative, idea, old, new, find, newspaper, handbag, packet, toy, make, search, practice 	<ul style="list-style-type: none"> Pre-read First read Second read Post-reading activity 	<ul style="list-style-type: none"> Review past sounds Review past words Word families Group common words into word families – Rearrange the words. 	<ul style="list-style-type: none"> Learners write about a toy they would love to make. I want to make a ... First, I need ... Next I need ... I can't wait. 	
Week 6		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> creative, idea, old, recycle, trash, bin, string, problem, solution, solve, determined, wear, necklace, music, instrument 	<ul style="list-style-type: none"> Pre-read First read Second read Post-reading activity 	<ul style="list-style-type: none"> Review past sounds Review past words -ch <i>chin, chop, check, chain, much, such, each</i> Introduce the sound and words. Segmenting and blending. Learners write the words in their exercise books. 	<ul style="list-style-type: none"> Learners write about a future invention. One day ... It will help with ... We will all be ... The world will be ... 	

Week 7	Healthy eating	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> healthy, unhealthy, snack, treat, protein, meat, eggs, peanuts, focus, strong, brain, body 	<ul style="list-style-type: none"> Pre-read First read Second read Post-reading activity 	<ul style="list-style-type: none"> Review past sounds Review past words th <i>bath, cloth, with, mouth, maths, tooth, fifth, depth</i> Introduce the sound and words. Segmenting and blending. Learners write the words in their exercise books. 	<ul style="list-style-type: none"> Fruits and vegetables that I like to eat. Proteins I like to eat. 	54–62
Week 8		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> kitchen, cabinet, delicious, disgusting, culture, embarrassed, point, respect, full, hungry, yard, field 	<ul style="list-style-type: none"> Pre-read First read Second read Post-reading activity 	<ul style="list-style-type: none"> Review past sounds Review past words sl/ and /-ing/ <i>slash/slashing; slip/slipping; sling/slinging</i> Introduce the sound and words. Segmenting and blending. Learners write the words in their exercise books. 	<ul style="list-style-type: none"> My favourite healthy food is ... I love this food because ... I want to try ... I want to try ... because ... 	

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 2
Week 9	Worried and afraid	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> afraid, scared, spider, snake, worry, worried, nervous, trust, hungry, pay, paid, fees 	<ul style="list-style-type: none"> Pre-read First read Second read Post-reading activity 	<ul style="list-style-type: none"> Review past sounds Review past words -oo- <i>pool, fool, tool, drool, spoon, soon, moon, loon</i> Introduce the sound and words. Segmenting and blending Play a game like letter swap. 	<ul style="list-style-type: none"> Dear _____, I felt afraid of... When I felt afraid, you... It was kind when you... Thank you for... Love, _____ 	
Week 10		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> cry, shake, scream, shoulder, exam, meet, people, sports, comfort, kiss, money, buy 	<ul style="list-style-type: none"> Pre-read First read Second read Post-reading activity 	<ul style="list-style-type: none"> Review past sounds Review past words ch/ and /-ed/ <i>rich, such, much, chatted, chipped, chopped, chilled, checked</i> Introduce the sound and words. Segmenting and blending. Learners write the words in their exercise books. 	<ul style="list-style-type: none"> I am worried about ... I am also worried about ... I don't need to worry because ... I will tell ... 	

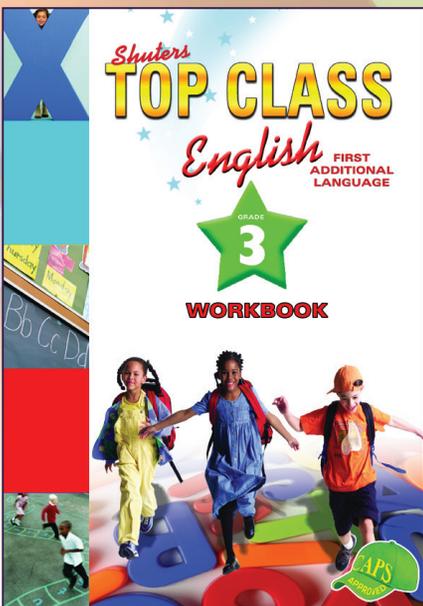
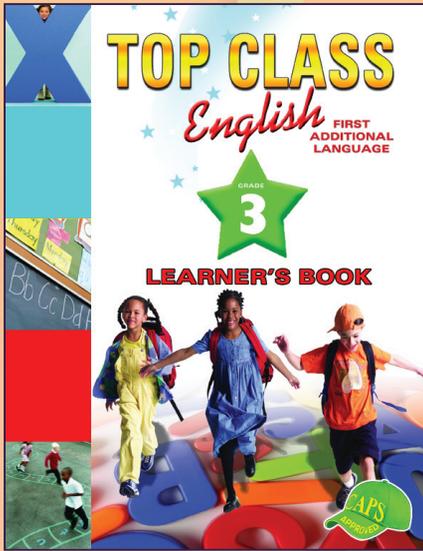
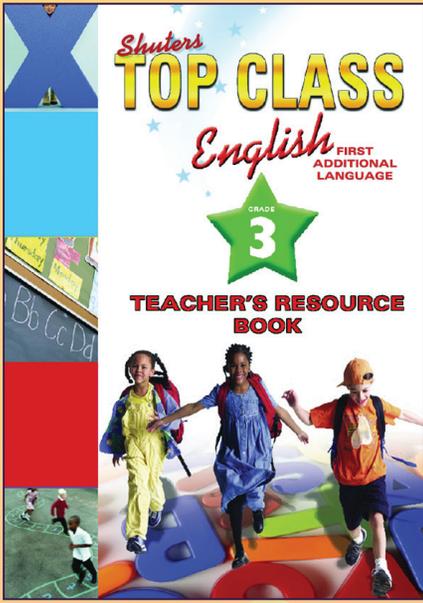
Week 1	Solving problems	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> problem, solve, fix, maths, hang, wall, important, confident, ruin, classroom, rip, gone 	<ul style="list-style-type: none"> Pre-read First read (search the text, recall details) 	<p>fl-</p> <p><i>fly, flash, flip, flap, flat</i></p>	<ul style="list-style-type: none"> One time, I felt angry because ... (2 sentences) I solved the problem by ... It worked because ... OR I didn't work because ... 	
Week 2		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> happy, happier, happiest, smile, listen, listener, front, back, sorry, furious, terrible, respect 	<ul style="list-style-type: none"> Second read (search the text, recall details) Post read (story illustration) 	<p>sl-</p> <p><i>sly, slot, sling, slow, slab</i></p>	<ul style="list-style-type: none"> In the story ... Zweli feels If my story got ripped from the wall, I would feel ... I think I would ... 	
Week 3	Historical figures	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> history, past, statue, famous, king, queen, kingdom, throne, warrior, war, protect, fight 	<ul style="list-style-type: none"> Pre Read First Read (Make evaluations) 	<p>cl-</p> <p><i>cling, clap, cloth, clue, class</i></p> <p>pl</p> <p><i>plan, play, plum</i></p>	<ul style="list-style-type: none"> Things I know about history: Questions I have about history: 	91–95
Week 4		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> leader, meeting, powerful, fierce, trade, trader, money, market, ancestor, strength, role model 	<ul style="list-style-type: none"> Second Read (Make evaluations). Post Read (Oral recount) 	<p>br-</p> <p><i>bring, brim, brown, break, brick</i></p> <p>gr-</p> <p><i>grow, grass, green, grab, gran, grid</i></p>	<ul style="list-style-type: none"> In the story ... I learned that ... I liked when ... I think Queen Amina is a role model because ... 	

ENGLISH FAL Term 4

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	Where to find it in Top Class English First Additional Language Grade 2
Week 5	Bullying and appearance	Suggested vocabulary <ul style="list-style-type: none"> mirror, reflection, appearance, look, beautiful, pretty, ugly, call, dirty, clean, rubbish, hole 	<ul style="list-style-type: none"> Pre Read First Read (Making inferences) 	-oo- <i>book, room, boot, foot, tooth, cook, cool</i>	<ul style="list-style-type: none"> This is ____. He/She is a bully. The bully said, ' , ...' He/She feels ... 	
Week 6		Suggested vocabulary <ul style="list-style-type: none"> speak up, proud, tease, stop, small, big, size, fit, skinny, thin, fat, body 	<ul style="list-style-type: none"> Second Read (Making inferences) Post Read (Dramatise/Act out) 	-ee <i>tree, bee, see, cheese, teeth, feet, greet, meet</i>	<ul style="list-style-type: none"> Practical using word cards: Puts jumbled sentences in the correct order. Copy the sentences that were practiced on Tuesday into the classwork book. 	
Week 7	Using technology for good	Suggested vocabulary <ul style="list-style-type: none"> social media, post, video, photograph, Earth, plastic, internet, save, speech, convince, expert, climate 	<ul style="list-style-type: none"> Pre Read First Read (Search the text – recall details) 	<ul style="list-style-type: none"> Revision Formal Assessment 	<ul style="list-style-type: none"> Practical: Organise information in a simple graphic form, e.g. how many learners have a cell phone. Written: Complete the graph in the classwork book. 	47–53
Week 8		Suggested vocabulary <ul style="list-style-type: none"> heat up, destroy, destroying, article, speech, flyer, protest, rally, Facebook, Instagram, Twitter 	<ul style="list-style-type: none"> Second Read (Search the text – recall details) Post Read (Recount) 	<ul style="list-style-type: none"> Distinguish aurally between sounds that are often confused, e.g. ship/sheep 		

Week 9	Consolidation and revision	<ul style="list-style-type: none"> Revision and assessment Oral description: <ul style="list-style-type: none"> Use pictures and learners describe the object in the picture to their friend/class. The friend/class guess what it is being described/ match the description with the picture 	<ul style="list-style-type: none"> Pre Read First Read 	Revision	<ul style="list-style-type: none"> Practical: Organise information on a graph. Written: Complete a graph. 	
Week 10			<ul style="list-style-type: none"> Second Read Post Read 		<ul style="list-style-type: none"> Shared Writing: What are we going to do this holiday? Copy/Write at least 3 sentences in the classwork book. 	

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Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	LANGUAGE USAGE	Where to find it in Top Class English First Additional Language Grade 3
Week 1	Consolidation programme and baseline assessment	Baseline assessment	<p>Baseline assessment:</p> <ul style="list-style-type: none"> Oral reading fluency to determine reading groups. Read the story in the baseline assessment and answer the questions. 	<p>Baseline Assessment done on phonics done in Grade 2:</p> <ul style="list-style-type: none"> Vowel digraphs; consonant blends; short vowels. Identify letter-sound relationships of all single sounds. 	<p>Baseline assessment:</p> <ul style="list-style-type: none"> Language structures informally taught: Creative Writing: <ul style="list-style-type: none"> Puts jumbled sentences into the correct order. Writes a paragraph of at least 3 sentences. Organises information in a simple graphic form. Uses some nouns and pronouns when writing. Uses simple present, present progressive and past tenses when writing. Punctuation 		
Week 2		Suggested vocabulary same	Call learners individually to you to determine their reading group. Try to divide your class into 5 groups. Have 3 texts ready (One easier, one more difficult).	<ul style="list-style-type: none"> Vowel digraphs: oo/ee 			
Week 3		Suggested vocabulary different		<ul style="list-style-type: none"> Revision: Consonant digraphs br/dr 	<ul style="list-style-type: none"> Explain that learners will draw themselves and write two sentences about themselves. 		
Week 4		Suggested vocabulary same or different		<ul style="list-style-type: none"> Consonant digraph: fl / sl 	<ul style="list-style-type: none"> Explain that learners will draw their feelings on the first day of school. Learners will write two sentences about their feelings on the first day of school. 		

ENGLISH FAL Term 1

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	LANGUAGE USAGE	Where to find it in Top Class English First Additional Language Grade 3
Week 5		Suggested vocabulary more	<ul style="list-style-type: none"> Teach routines for Group Guided Reading. Teach learners how to use worksheets when you are busy with a group of learners/learner. 	<ul style="list-style-type: none"> Consonant digraphs: cl/pl 	<ul style="list-style-type: none"> Explain that learners will draw their favourite animal. Then, learners will write two sentences about their favourite animal. 		
Week 6		Suggested vocabulary fewer		<ul style="list-style-type: none"> Consonant digraph: gr/tr 	<ul style="list-style-type: none"> Explain that learners will draw their home. Then, learners will write two sentences about their home. 		

Week 7	What is friendship?	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> friendship, trustworthy, honest, kind, best friend, secret, promise, whisper, tease, defend, unkind, threaten 	<ul style="list-style-type: none"> Listen to one group on a day while the rest of the class can do other activities. Select text appropriate for the group. First revise the sight words of the week. Ask individual learners to read to you. 	<ul style="list-style-type: none"> Consonant digraphs at the end of words: sh 	<ul style="list-style-type: none"> Topic: Write a paragraph about being a good friend 	Possessive nouns	28–38
Week 8		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> friendly, shy, outgoing, meet, thoughtful, generous, patient, trait, positive, negative, forgive, adventurous 		<ul style="list-style-type: none"> Consonant digraphs at the end of words: ch 	<ul style="list-style-type: none"> Learners edit their paragraph of the previous week. Learners rewrite their paragraph, add pictures and get it ready to be “published”. 	<ul style="list-style-type: none"> Pronouns Subject-verb agreement 	
Week 9	Determination	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> determination, determined, important, talent, prize, race, ribbon, trophy, barrier, free, owner, bare 		<ul style="list-style-type: none"> Consonant digraphs at the end of words: th 	<ul style="list-style-type: none"> Write a list about what you are determined to do. Things I am determined to do: I am determined to... Write a short paragraph about one of the things on your list of Tuesday. 	<ul style="list-style-type: none"> Plurals (add -s) Plurals that change (-y changes to -ies) 	
Week 10		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> ahead, behind, thankful, donate, attitude, decision, decide, goal, ignore, complain, fix, energy 		<ul style="list-style-type: none"> Consonant digraphs: wh 	<ul style="list-style-type: none"> Write a paragraph about a goal you feel determined to achieve. 	Present and future tense	

ENGLISH FAL Term 2

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	LANGUAGE USE	Where to find it in Top Class English First Additional Language Grade 3
Week 1	Me and my siblings	Suggested vocabulary <ul style="list-style-type: none"> sibling, brother, sister, type, oldest, youngest, younger, older, middle, only, trouble, ruin, annoyed, furious 	<ul style="list-style-type: none"> Pre-read First read 	u <i>bus, cub, pub, ugly, us, up, umbrella, turn, pull, plus, jump, push, just</i>	<ul style="list-style-type: none"> Topic: Make a list of things you like and dislike about your siblings 	<ul style="list-style-type: none"> Simple present tense / Past tense Revise some verbs Talk, walk, sing, dance, read, eat, run, sit, watch Let learners make a list of verbs that they can think about. 	1–12
Week 2		Suggested vocabulary <ul style="list-style-type: none"> anger, argue, argument, shout, often, jealous, attention, confused, relationship, alike, different, similar, behave 	<ul style="list-style-type: none"> Second read Post-reading activity 	-oo- <i>book, cook, look, food, wood, moon, fool, tools, wool, pool</i>	<ul style="list-style-type: none"> Edit list from Week 1. Present edited list. 	is/are	
Week 3	Practice makes perfect	Suggested vocabulary <ul style="list-style-type: none"> pedal, balance, determined, give up, practise, confident, succeed, fail, tipped over, embarrassed, wobbled, shook 	<ul style="list-style-type: none"> Pre-read First read 	ea <i>team, steam, cream, dream, peach, beach, teach, reach</i>	<ul style="list-style-type: none"> Topic: Write a paragraph about a time you practised something new. 	Possessive nouns	

Week 4		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> whistle, shout, stomp, beg, taught, patient, challenging, simple, hooter, sneaked, hold, scream 	<ul style="list-style-type: none"> Second read Post-reading activity 	<p>oa</p> <p><i>boat, coach, float, throat, soap, goal, soak, foam</i></p>	<ul style="list-style-type: none"> Edit paragraph from Week 3. Present edited paragraph. 	Adjectives	
Week 5	Families caring for each other	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> caring, toast, toaster, turn, offer, supposed to, often, look after, puppet, puppet show, serve, perform 	<ul style="list-style-type: none"> Pre-read First read 	<p>Consonant blends ng/-nk</p> <p><i>ring, sing, king, bring, bank, drank, junk, think wink, sink</i></p>	<ul style="list-style-type: none"> Write a list of the ways the people in your family take care of each other. 	Countable and uncountable nouns	28–38
Week 6		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> annoyed, distracted, focused, furious, freeze, froze, realise, kitchen, expected, dishes, laundry, helpful 	<ul style="list-style-type: none"> Second read Post-reading activity 	<p>Consonant digraph ch</p> <p><i>chop, chip, chat, chew, chin</i></p> <p>Consonant blend: cl</p> <p><i>clap, cloud, clown, clock, clear</i></p>	<ul style="list-style-type: none"> Edit list from Week 5. Present edited list. 		
Week 7	Bullying	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> ashamed, pick on, bully, tease, group, single, alone, spend time with, continue, cruel, knock (down), talented 	<ul style="list-style-type: none"> Pre-read First read 	<p>a-e (Silent e)</p> <p><i>tape, race, cake, game, fate, made, hate, same, name</i></p>	<ul style="list-style-type: none"> Topic: Write a story about someone who is getting picked on. 	Present progressive tense	

ENGLISH FAL Term 2

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	LANGUAGE USE	Where to find it in Top Class English First Additional Language Grade 3
Week 8		Suggested vocabulary <ul style="list-style-type: none"> mutter, awful, tear, terrible, watch, spectator, goal, score, tell, protect, trust, crowd 	<ul style="list-style-type: none"> Second read Post-reading activity 	i-e (Silent e) <i>hide, wide, ripe, bite, slide, nice, kite, pride, ice, mice</i>	<ul style="list-style-type: none"> Edit story from Week 7. Present edited story. 		
Week 9	We are writers	Suggested vocabulary <ul style="list-style-type: none"> print, cursive, punctuation, sentence, type, message, computer, phone, paragraph, letter, card, complete 	<ul style="list-style-type: none"> Pre-read First read 	o-e (Silent e) <i>hope, spoke, bone, rope, rode, joke, code, broke</i>	<ul style="list-style-type: none"> Topic: Write instructions telling someone how to write a paragraph. 	The use of a and an	
Week 10		Suggested vocabulary <ul style="list-style-type: none"> diary, private, topic, clear, examine, clue, detective, suspicious, pencil, pen, marker, crayon 	<ul style="list-style-type: none"> Second read Post-reading activity 	<ul style="list-style-type: none"> Revision of all sounds taught. u-e (Silent e) <i>cube, mule, tube, fuse, rule, excuse, cute, fume, use</i>	<ul style="list-style-type: none"> Edit instructions from Week 9. Present edited instructions. 	Plurals – adding -s to a noun	

Week 1	Compassion	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> compassion, friend, shy, friendly, include, exclude, lonely, alone, fit in, strange, thoughtful, compassionate 	<ul style="list-style-type: none"> Pre-read First read 	<p>ai</p> <p><i>mail, rail, main, tail, trail, wail, sail, wait</i></p>	<ul style="list-style-type: none"> I showed compassion to... I saw that he / she felt ... So, I... I showed compassion because... I felt... He / she felt... Compassion is important because... 	Present tense	70-83
Week 2		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> invite, thankful, included, excluded, sibling, stranger, classmate, treat, want, need, deserve, decide 	<ul style="list-style-type: none"> Second read Post-reading activity 	<p>ay</p> <p><i>day, clay, pay, pray, way, today, holiday, spray</i></p>	<ul style="list-style-type: none"> Edit the previous week's work. Present work. 		
Week 3	Honesty	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> honest, honesty, truth, lie, lose, find, belong to, owner, bracelet, sparkle, keep, give back 	<ul style="list-style-type: none"> Pre-read First read 	<p>oi</p> <p><i>join, soil, oil, spoil, voice, point, noise, avoid</i></p>	<ul style="list-style-type: none"> I once lied to... I lied about... I said...even though I lied because... I felt... In the end 	Past tense	
Week 4		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> dishonest, cheat, steal, admit, kneel, knelt, found, guilty, liar, betrayed, betray, trust 	<ul style="list-style-type: none"> Second read Post-reading activity 	<p>ou</p> <p><i>house, mouth, bounce, cloud, count, ground, flour, drought</i></p>	<ul style="list-style-type: none"> Edit the previous week's work. Present work 		

ENGLISH FAL Term 3

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	LANGUAGE USE	Where to find it in Top Class English First Additional Language Grade 3
Week 5	Solving problems	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> windmill, plastic, metal, electricity, suffer, drought, drop out, starve, impressive, impressed, build, determined 	<ul style="list-style-type: none"> Pre-read First read 	<p>oy</p> <p><i>enjoy, destroy, boy, toy, employ, ahoy, royal, loyal</i></p>	<ul style="list-style-type: none"> The problem was that... I wanted to solve this because... I decided First... Then... In the end... 	Articles: 'a' and 'the'	
Week 6		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> mocked, scrap yard, pipe, energy, famous, journalist, afford, article, invention, lightbulb, radio 	<ul style="list-style-type: none"> Second read Post-reading activity 	<p>str-</p> <p><i>stripe, straw, strong, string, strip, straight, stroke, stream</i></p>	<ul style="list-style-type: none"> Edit the previous week's work. Present work 	Countable and uncountable nouns	

ENGLISH FAL Term 3

Week 7	Learning new things	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> know, learn, question, internet, computer, phone, tablet, search, read, watch, video, article 	<ul style="list-style-type: none"> Pre-read First read 	<p>tch</p> <p><i>thatch, catch, patch, match, sketch, fetch, witch, stitch</i></p>	<ul style="list-style-type: none"> Questions I want to search on the internet. Pictures I want to find on the internet. 	Uncountable nouns Units of measurement	52–58
Week 8		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> library, librarian, borrow, research, bookstore, expensive, cheap, own, information, ask, usually, resources 	<ul style="list-style-type: none"> Second read Post-reading activity 	<p>nch</p> <p><i>lunch, bunch, munch, punch, stench, bench, drench, pinch</i></p>	<ul style="list-style-type: none"> Edit the previous week's work. Present work 	Units of measurement	
Week 9	Identities	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> identity, gender, race, unique, chameleon, separate, fit in, belong, allowed, comedian, belief, law 	<ul style="list-style-type: none"> Pre-read First read 	<p>ph/ff</p> <p><i>pharmacy phrase, phone, trophy off, sniff, huff, toffee, staff</i></p>	<p>Topic: Write a letter to a friend telling them about your identity, and asking about their identity.</p>	Is and are	93–105
Week 10		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> illegal, crime, bridge, connection, business, outsider, funny, hang out, size, medium, religion, children 	<ul style="list-style-type: none"> Second read Post-reading activity 	<p>ss/ll</p> <p><i>kiss, glass, grass, loss cross fall, well, bell, shell, small</i></p>	<ul style="list-style-type: none"> Edit the previous week's work. Present work 	Revision	

ENGLISH FAL Term 4

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	LANGUAGE USE	Where to find it in Top Class English First Additional Language Grade 3
Week 1	The importance of education	Suggested vocabulary <ul style="list-style-type: none"> education, primary school, secondary school, university, study, subject, pass, fail, graduate, drop out, opportunity, married 	<ul style="list-style-type: none"> Pre-read (predict) First read (summarise) 	-ar <i>far, star, bar, chart, car</i> -er <i>her, mother, father, monster</i>	<ul style="list-style-type: none"> Shared Writing with the teacher: Write a letter to a friend telling them why education is important. Adding sentences to the paragraph. Explain the conclusion sentence – summarises feelings about learning something new. 	<ul style="list-style-type: none"> Past tense Punctuation: capital letters and full stops 	106–115
Week 2		Suggested vocabulary <ul style="list-style-type: none"> lawyer, law, judge, court, classmate, colleague, husband, wife, map, country 	<ul style="list-style-type: none"> Second read (summarise) Post read (story illustration) 	-ir <i>bird, shirt, dirt, first</i> -or <i>short, port, sort, fork, corn</i>	<ul style="list-style-type: none"> Learners read their writing to their partner. Help their partner look for and fix mistakes. 	<ul style="list-style-type: none"> Articles: 'a' and 'the' 	

Week 3	Feeling calm	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> calm, meditate, sit, breath, deep breath, in, out, knees, neighbour, fence, peek, mind 	<ul style="list-style-type: none"> Pre-read (predict) First read (make inferences) 	<p>-ur</p> <p><i>hurt, fur, curl, burn, turn</i></p>	<ul style="list-style-type: none"> Shared Writing: <ul style="list-style-type: none"> Write a paragraph about something new you would like to learn. Adding sentences to the paragraph. Explain the conclusion sentence – summarises feelings about learning something new. 	Possessive pronouns	59–69
Week 4		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> exercise, run, hike, stress, diary, nature, calmer, calmest, inference, weird, embarrassed, character 	<ul style="list-style-type: none"> Second read (make inferences) Post read (oral recount/summarise) 	<p>spr-</p> <p><i>sprig, Spring, spray, sprint, sprung, sprout, spree, Sprite</i></p>	<ul style="list-style-type: none"> Learners read their writing to their partner. Help their partner look for and fix mistakes. 	Comparative adjectives	

ENGLISH FAL Term 4

Week	Theme	LISTENING AND SPEAKING	READING	PHONICS	WRITING	LANGUAGE USE	Where to find it in Top Class English First Additional Language Grade 3
Week 5	Sadness	Suggested vocabulary <ul style="list-style-type: none"> die, death, alive, funeral, funny, juggle, trick, joke, distract, absent, grief, grieving 	<ul style="list-style-type: none"> Pre-read (predict) First read (make inferences) 	str- <i>stream, strike, strong, stretch, strap, street</i>	<ul style="list-style-type: none"> Write a paragraph about a time you felt sad. Learners write the topic sentence. Then add the supporting sentences. Learners add a conclusion sentence. 	Future tense Revise punctuation: capital letters and full stops	
Week 6		Suggested vocabulary <ul style="list-style-type: none"> thoughtful, helpful, grateful, thankful, (Discuss the ending –ful with learners. Adding the –ful creates an adjective.), advice, relieved, sadness, happiness, feel better, heal, remember, memory 	<ul style="list-style-type: none"> Second read (making inferences) Post read (written comprehension) 	dr- <i>dream, dry, drink, drop, drip, drift</i>	<ul style="list-style-type: none"> Write a paragraph about a time you felt sad, but someone made you feel better. 	Prepositions	

ENGLISH FAL Term 4

Week 7	History	<p>Suggested vocabulary</p> <ul style="list-style-type: none"> • ancestor, ancient, human, structure, museum, history, ruins, ticket, tour guide, build, rebuild 	<ul style="list-style-type: none"> • Pre-read (predict) • First read (visualize) 	<ul style="list-style-type: none"> • Revision • Formal Assessment 	<ul style="list-style-type: none"> • Write a list with headings of interesting facts learnt about history. 	Personal pronouns	116–126
Week 8		<p>Suggested vocabulary</p> <ul style="list-style-type: none"> • century, years, international, trade, Egypt, Pyramids, China, beads, dig, carved, ground, underneath 	<ul style="list-style-type: none"> • Second read (visualize) • Post read (summarise) 	<p>-tch</p> <p><i>catch, fetch, watch, match, batch, crutch</i></p>	<ul style="list-style-type: none"> • Edit and present the previous week's work. 	Countable and uncountable nouns	
Week 9	Consolidation and revision	<ul style="list-style-type: none"> • Revision and assessment <p>Oral description:</p> <ul style="list-style-type: none"> • Use pictures and learners describe the object in the picture to their friend/class. <p>The friend/class guess what it is being described/ match the description with the picture.</p>	<ul style="list-style-type: none"> • Pre-read • First read 	<ul style="list-style-type: none"> • Revise suffixes 	<ul style="list-style-type: none"> • Shared Writing: What are we going to do this holiday? • Copy/Write at least 3 sentences in the classwork book. 	Revision of all taught language structures.	
Week 10			<ul style="list-style-type: none"> • Second read • Post read 	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Revision 		

PROGRAMME OF ASSESSMENT

Grade 1 • Term 1		
Listening and speaking	<ul style="list-style-type: none"> Points to and name some objects in the classroom or in a picture in response to teacher's instructions Responds to a simple question 	
	<ul style="list-style-type: none"> Responds to simple greetings Sings simple songs and does action rhymes Make simple requests 	
Phonics	Reproduces sound patterns using environmental sounds.	
	<ul style="list-style-type: none"> Begins to identify different initial sounds in words. Identifies some rhyming words in stories, songs, poems and rhymes. 	
Reading	<ul style="list-style-type: none"> Answers simple oral questions about a story. 	
	<ul style="list-style-type: none"> Joins in choruses after repeated readings of a text Identifies people, animals and objects in the illustrations (Big Book/ Poster). 	
Writing	<ul style="list-style-type: none"> Draws a picture for a story that is told Copies a caption for a picture. 	

Grade 1 • Term 2		
Listening and speaking	<ul style="list-style-type: none"> Responds to simple questions and responds to oral instructions. Points to and name some objects in the classroom or in a picture in response to teacher's instructions. 	
	<ul style="list-style-type: none"> Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells. Sings songs and does action rhymes. Expresses self in simple ways by using short phrases & vocabulary taught. 	
	<ul style="list-style-type: none"> Answers simple oral questions about a story / non-fiction text. Demonstrates understanding of the vocabulary in the story by pointing to objects in pictures in response to the teacher's instructions 	
Phonics	Claps out the syllables in familiar words.	
	<ul style="list-style-type: none"> Segments oral sentences into individual words Identifies some rhyming words in stories, songs and rhymes Identify different initial sounds in words 	
Reading	<ul style="list-style-type: none"> Listens and responds to a story that is told and read Joins in choruses after repeated readings of a text 	
	<ul style="list-style-type: none"> Answers simple oral questions about a story / non-fiction text. Demonstrates understanding of the vocabulary in the story by pointing to objects in pictures in response to the teacher's instructions 	
Writing	Copies a caption for a picture that he/she has drawn and reads back what is written	

PROGRAMME OF ASSESSMENT

Grade 1 • Term 3		
Listening and speaking	<ul style="list-style-type: none"> Identifies a person, animal or object from a simple oral description. Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom (posters, or in a picture in response to teacher's instructions, etc.) 	
	<ul style="list-style-type: none"> Responds to simple greetings and farewells Responds to simple questions and to oral instructions Sings songs and does action rhymes 	
Phonics	Recognise plurals in words (s and es) orally.	
	Begins to identify different initial sounds in words.	
Reading	<ul style="list-style-type: none"> Answers simple questions related to a story that is read or told Acts out the story using some of the dialogue 	
	<ul style="list-style-type: none"> Listens and responds to a story that is told or read Joins in choruses after repeated readings of a text. Identifies and names people, objects and animals in illustrations 	
Writing	Writes a simple list with a heading (3–5 words on a Topic)	

Grade 1 • Term 4		
Listening and speaking	Expresses self in simple ways by using short phrases and vocabulary taught.	
	<ul style="list-style-type: none"> Sings simple songs and does action rhymes Points to objects in the classroom or in a picture in response to teacher's instruction. Identifies a person, animal or object from a simple oral description. 	
Phonics	Claps out syllables in words.	
	<ul style="list-style-type: none"> Identifies different initial sounds in words. Identifies some rhyming words in songs and rhymes. Recognise plurals in words (-s and -es) aurally 	
Reading	Answers simple literal questions about a story.	
	<ul style="list-style-type: none"> Listens to a story that is told or read. Joins in choruses after repeated readings of a text Acts out the story using some of the dialogue Identifies objects in the picture 	
Writing	<ul style="list-style-type: none"> Draws a picture for a story that is told Copies a caption for a picture. 	

PROGRAMME OF ASSESSMENT

Grade 2 • Term 1		
Listening and speaking	<ul style="list-style-type: none"> Points to and name some objects in the classroom or in a picture in response to teacher's instructions Responds physically to simple oral instructions 	
	Baseline assessment	
Phonics	Reproduces sound patterns using environmental sounds.	
	Baseline Assessment	
Reading	Answers simple oral questions about a story	
	Baseline assessment	
Writing	<ul style="list-style-type: none"> Draws a picture for a story that is told and write two sentences. Baseline Assessment 	

Grade 2 • Term 2		
Listening and speaking	<ul style="list-style-type: none"> Gives a simple recount Answer simple literal questions about text/story Demonstrates understanding of basic vocabulary 	
	Retells a story that is told or read (at least 3 or 4 sentences).	
Phonics	<ul style="list-style-type: none"> Build up and break down words Group word families Recognises words with -ed, -ing ends Consonant blends: sh-, ch-, th, at beginning and end of words 	
	<ul style="list-style-type: none"> Spelling: Word list of 10 words and 1-2 sentences dictation. 	
Reading	Word recognition: Sight words: 40-50 words.	
	<ul style="list-style-type: none"> Group Guided Reading Sessions Assess each learner on oral reading choose a text, which has at least 40-50 words and ask questions about the text. 	
Writing	Writes and illustrates birthday card /a get well card.	
	Writes a sentence from dictation, punctuate the sentence.	

PROGRAMME OF ASSESSMENT

Grade 2 • Term 3		
Listening and speaking	<ul style="list-style-type: none"> Identifies a person, animal or object from a simple oral description. Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom (posters, or in a picture in response to teacher's instructions, etc.) 	
	<ul style="list-style-type: none"> Responds to simple greetings and farewells Responds to simple questions and to oral instructions Sings songs and does action rhymes 	
Phonics	Recognise plurals in words (s and es) orally.	
	Begins to identify different initial sounds in words.	
Reading	<ul style="list-style-type: none"> Answers simple questions related to a story that is read or told Acts out the story using some of the dialogue 	
	<ul style="list-style-type: none"> Listens and responds to a story that is told or read Joins in choruses after repeated readings of a text. Identifies and names people, objects and animals in illustrations 	
Writing	Writes a simple list with a heading (3–5 words on a Topic)	

Grade 2 • Term 4		
Listening and speaking	Using a frame, gives a simple recount of at least 3 to 4 sentences on personal news.	
	<ul style="list-style-type: none"> Demonstrates an understanding of some basic vocabulary. Answers simple literal questions about a story/text. 	
Phonics	<ul style="list-style-type: none"> Word building with consonant blends. Word building with vowel digraphs. 	
	<ul style="list-style-type: none"> Builds words with consonant blends. Builds words with vowel digraphs. Group the words into word families. 	
Reading	Choose a short reading passage of 50–60 words. Types of questions <ul style="list-style-type: none"> Multiple choice questions Fill in the missing words (cloze procedure) 	
	Assess each learner individually on recognition of 50–60 sight words.	
Writing	Write at least 3 sentences on a familiar topic/picture using capital letters and full stops.	

PROGRAMME OF ASSESSMENT

Grade 3 • Term 1		
Listening and speaking	<ul style="list-style-type: none"> • Demonstrates understanding of vocabulary by pointing to objects in the classroom or in a picture in response to questions from the teacher. • Responds to simple questions after listening to a nonfiction text. 	
	Baseline assessment	
Phonics	Consonant digraphs	
	Baseline Assessment	
Reading	Answers simple oral questions about a story	
	Baseline assessment	
Writing	<ul style="list-style-type: none"> • Writes a paragraph of 4–6 sentences. • Baseline Assessment 	

Grade 3 • Term 2		
Listening and speaking	<ul style="list-style-type: none"> • Gives a simple oral summary of at least 3 or 4 sentences of a non-fiction text. • Demonstrates an understanding of oral vocabulary. • Listens to a non-fiction text and answers comprehension questions – oral. 	
Phonics	<ul style="list-style-type: none"> • Uses consonant blends (-ng, -nk, -ck, ch-, cl-) • Recognises vowel digraphs (ea, oo, oa) 	
	<ul style="list-style-type: none"> • Distinguish between long and short vowel sounds orally • Recognises silent 'e' in words. 	
Reading	Group guides reading sessions: 60–70 sight words	
	Answers questions about a short reading passage (60–70 words)	
Writing	With support, writes a simple set of instructions (3–4 instructions)	
Language use	Punctuation (capital letters and full stops), Tenses, Plurals, Nouns	

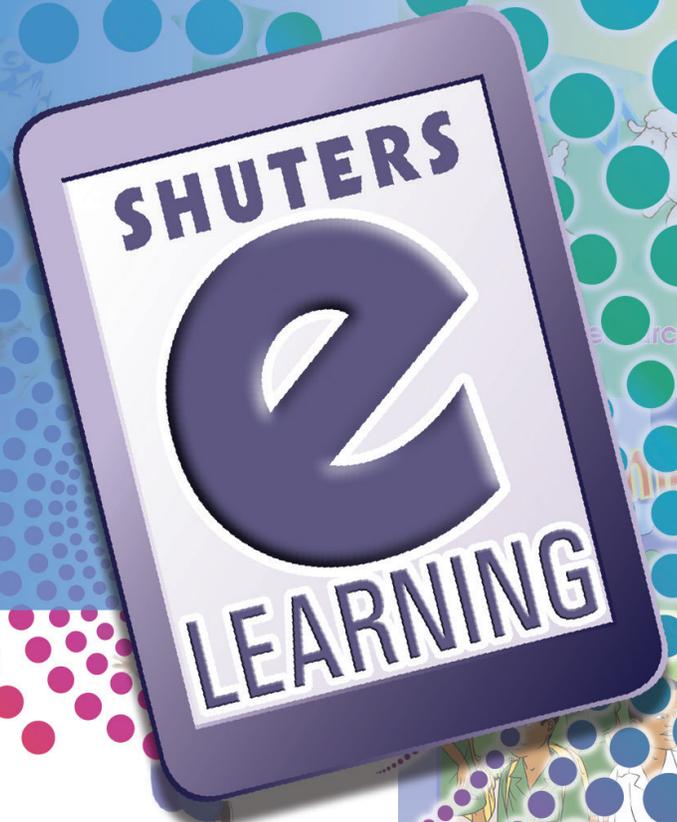
PROGRAMME OF ASSESSMENT

Grade 3 • Term 3		
Listening and speaking	<ul style="list-style-type: none"> • Gives a short oral recount of a personal experience/ event • Demonstrates an understanding of oral vocabulary • Listens to a story and answer comprehension questions orally. 	
Phonics	Recognises vowel digraphs (ai, ay, oi, oy, ou) Recognises consonant blends/digraphs: str, scr, tch, nch, ll, ss, ff, ph	
	Spelling: Word list of 15 words and 1–2 sentences dictation	
Reading	Sight words: 60–70 words	
	Answers questions about a text (60–70 words)	
Writing	<ul style="list-style-type: none"> • Writes a personal recount of 5–6 sentences using capital letters and full stops • Write sentences in the past tense with some accuracy 	

Grade 3 • Term 4		
Listening and speaking	Short talk about the picture or photograph.	
Phonics	<ul style="list-style-type: none"> • Recognises vowel digraphs: ar, er, ir, or, ur • Recognises some suffixes: es, ies, ly, ing, ed 	
Reading	Assess each learner individually (70–80 sight words)	
	Answer questions about a passage (80–100 words)	
Writing	Writes at least 4–6 sentences on a familiar topic using capital letters and full stops	
Language usage	<ul style="list-style-type: none"> • Punctuation (capital letters and full stops) • Tenses, plurals, nouns 	

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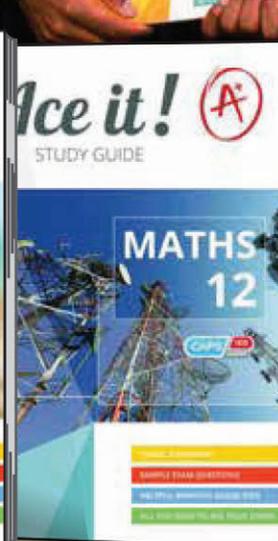
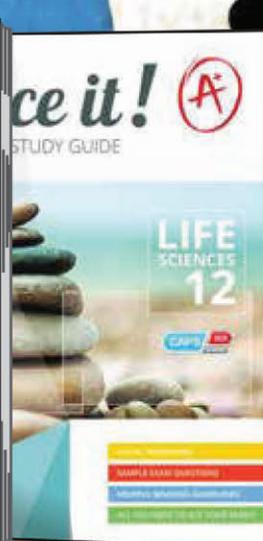
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