



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES FOR ENGLISH FIRST ADDITIONAL LANGUAGE

READING**GROUP GUIDED READING**

During week 7, the teacher will assess the learners' ability to read a decodable text of 60 to 70 words and to answer oral questions on the text.

The teacher will assess the learners during the GGR activity and will assess one ability group at a time.

The learners will each read individually to the teacher. After the text has been read by learners, the teacher will ask questions.

Each learner will be asked different questions so that it is a fair opportunity to showcase their understanding of the text. The teacher has to ask a level 1, 2 and higher order question to each learner. Encourage learners to answer the questions in full sentences.

Pat needs lunch

I was sitting on the bench when I saw Pat. Why is Pat so sad? I saw Pat did not have lunch. Poor Pat. I told Zac that Pat needs lunch. We went to our teacher, Mrs Smith and told her about Pat. She made a good plan. Each friend in the class will look and see if they can give something for Pat to eat.

Very soon we had an apple, a sandwich and a packet of chips. Then Mrs Smith said she had a bottle of water to add. We placed all the food in a lunch bag.

I hope Pat will no longer be sad!

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	Questions	Level
1	What is the name of the story?	1
2	Who does not have lunch?	1
3	What is the teacher's name?	1
4	What happened first? The writer saw Pat had no lunch or The writer sat on a bench	2
5	What time do you think it is at school? break time or class time?	2
6	Who is the writer's best friend?	2
7	Do you think the friends were kind? Why?	Higher order
8	Would you share your lunch with someone in need? How?	Higher order
9	If you were Pat, how would you feel when your class friends give you the lunch bag?	Higher order

	Answers	Level
1	Pat needs lunch.	1
2	Pat does not have lunch.	1
3	The teacher's name is Mrs Smith.	1
4	The writer sat on a bench first.	2
5	It is break time.	2
6	Zac is the writer's best friend.	2
7	A logical answer that can be justified with information in the text.	Higher order
8	A logical answer that can be justified with information in the text.	Higher order
9	A logical answer that can be justified with information in the text.	Higher order

RUBRIC

1	2	3	4	5
The learner is unable to decode the text. Cannot read the text. The learner was unable to answer the question. The learners only repeat what the educator says.	The learner attempts to decode the text but reads word for word. The learner needs individual assistance to answer the question.	The learner reads the decodable text but needs to decode words, thus does not read fluently. The learner can answer level 1 questions.	The learner reads the text fluently but does not always adhere to punctuation. The learner can answer level 1 and 2 questions.	The learner reads the text fluently and confidently. The learner can answer level 1, 2 and higher-order questions.

PHONICS – PRACTICAL AND ORAL

During Friday's spelling test time slot, the learners will complete the practical activity.

The teacher will hand out flashcards with phonic words from week 1 to week 7.

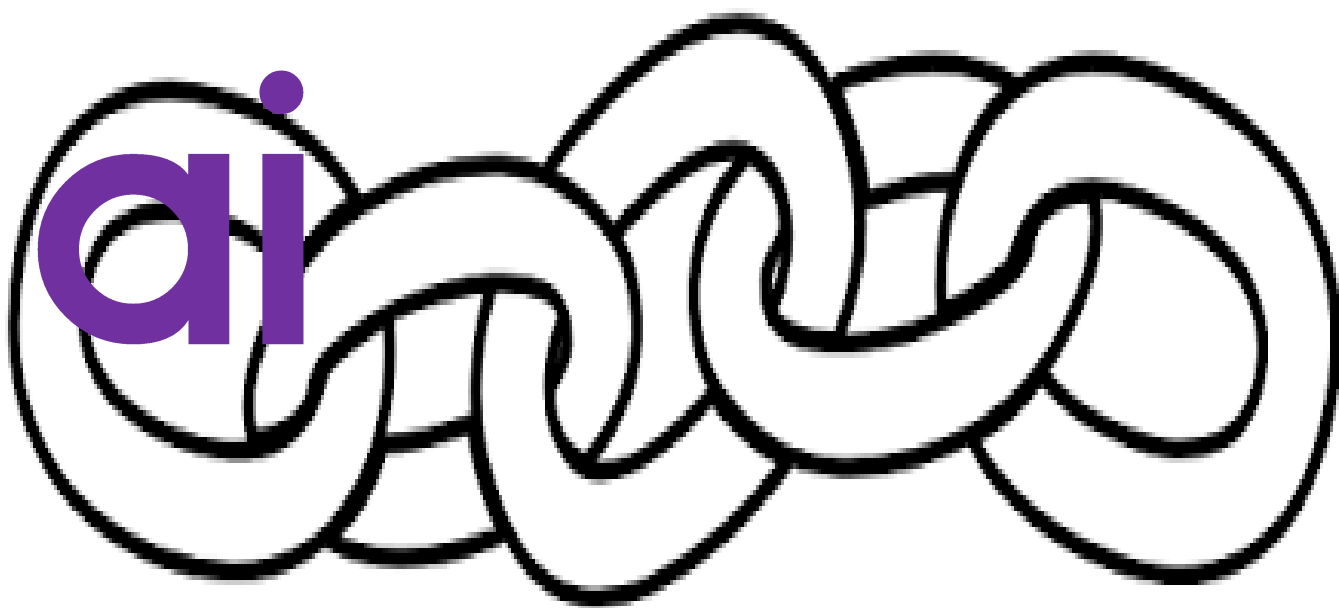
On the board or around the classroom the teacher will display the different posters for the different word families.

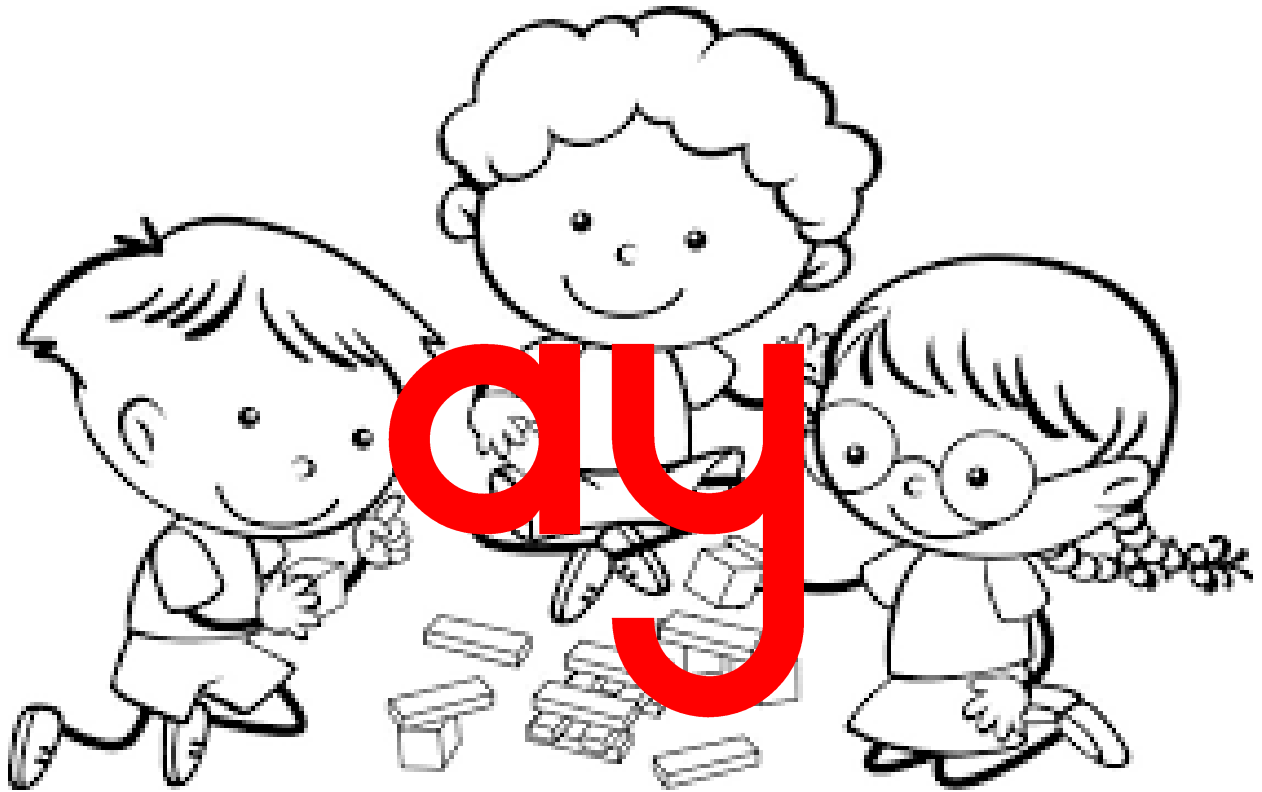
The learners will each get a chance to place the flashcard they have on the correct word family poster.

When the learner comes up to stick their flashcard up, they need to orally segment the word and then read the word to the teacher.

RUBRIC

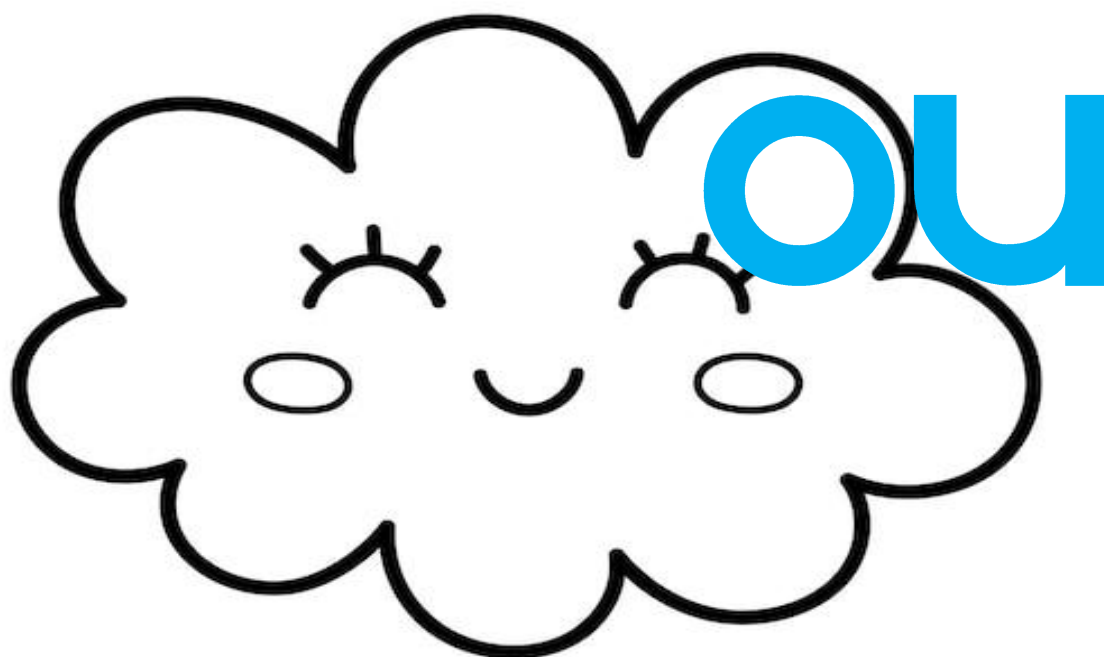
1	2	3	4	5
The learner was unable to recognise the word in their possession. Could not segment or read the word.	The learner could recognise the word family but needed individual assistance to segment and read the word.	The learner was able to recognise the word family and read the word but struggled to correctly segment the word.	The learner was able to recognise the word family, segment and read the word in their possession.	The learner can successfully identify the word family, segment and read the word in their possession and other phonic words.



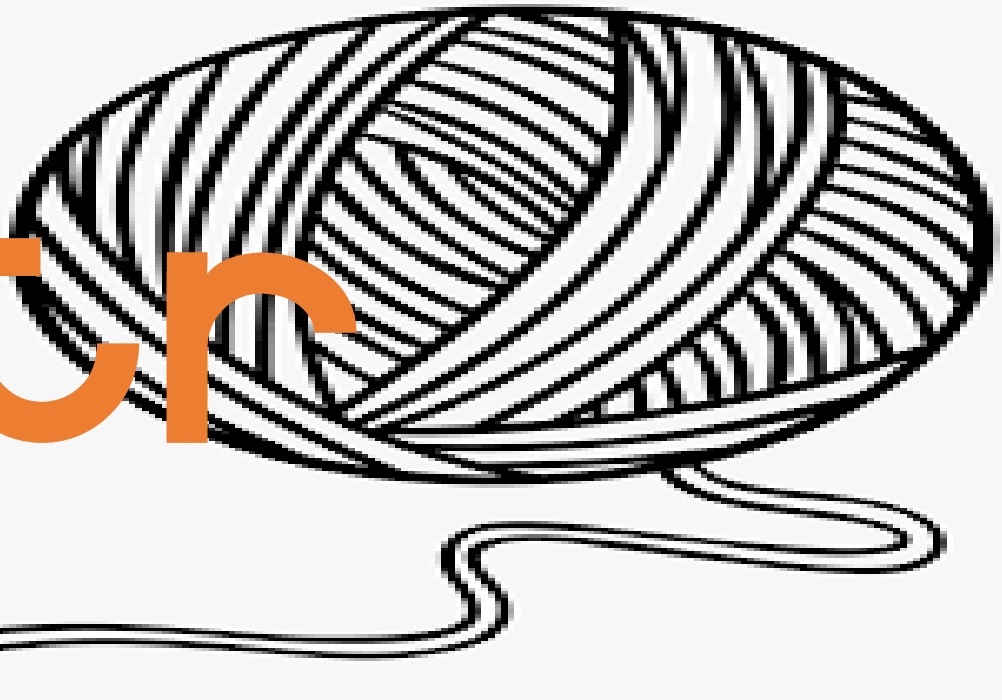








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RECORDING

Learner Name		Phonics practical	GGR decodable text
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Learner Name		Phonics practical 5	GGR decodable text 5
45			
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55			

PHONICS

The learners will write a spelling test on Friday.

1. pinch
2. lunch
3. crunch
4. train
5. rain
6. pain
7. stream
8. strict
9. screen
10. scratch
11. say
12. today
13. coin
14. join
15. enjoy
16. destroy
17. toy
18. shout
19. cloud
- 20. house**

(20)

(one mark for each word spelt correctly, no incorrect use of capital letters accepted,
no reversals accepted)

Dictation

The men **scream** at the **boy** to **count** the bags of **string**.

(5)**Total: 25**

WRITING

The learners will use weeks 7 and 8 to plan, draft, edit and publish their paragraphs.

Use the rubric to assess.

1	2	3	4	5
The learner was unable to use the writing process successfully. The learner wrote words.	The learner struggled with the writing process and with assistance completed one sentence.	The learner used the writing process and wrote a paragraph related to the theme. Used punctuation correctly and spelt phonic words correctly. Has some grammatical errors. At least 2 sentences are coherent.	The learner used the writing process and wrote a paragraph related to the theme. Used punctuation correctly, spelt sight words and phonic words correctly. Has limited grammatical errors. At least 3 sentences are coherent.	The learner successfully used the writing process and wrote a paragraph related to the theme. Used punctuation correctly, spelt sight words and phonic words correctly. No grammatical errors. All sentences are coherent.

LANGUAGE USE

Learners complete the worksheet on past tense on Friday during the language use activity. (10)

PAST TENSE



NAME :

Circle the correct past tense word in brackets:

1. Last week Tuesday I (complete/completed) my homework.
2. My teacher (give/gave) us extra time to colour our pictures.
3. Sam (eats/ate) an apple during break.

Change the following words into past tense:

go

play

brushes

kicks

walks

paints

Yesterday she _____ to school.



Last night he _____ his teeth.



Yesterday I _____ the ball to my friend.



Yesterday she _____ a picture outside.



Write a sentence in the past tense:

LANGUAGE USE - MEMORANDUM

Circle the correct past tense word in brackets:

1. Last week Tuesday I **completed** my homework. (I)
2. My teacher **gave** us extra time to colour our pictures. (I)
3. Sam **ate** an apple during break. (I)

Change the following words into past tense:

go **went** (I) **play** **played** (I)

Yesterday she **walked** to school. (I)

Last night he **brushed** his teeth. (I)

Yesterday I **kicked** the ball to my friend. (I)

Yesterday she **ainted** a picture outside. (I)

Write a sentence in the past tense:

To receive a mark, the learner must have used **punctuation correctly** (capital letter and full stop) and the **past tense word** must be spelt **correctly**. The sentence must be **coherent**. (I)

Total: 10

RECORDING

Learner Name		Phonics	Written	Language use
		25	5	10
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Learner Name		Phonics	Written	Language use
		25	5	10
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55				

RECORDING TERM 3

Learner Name		Listening & Speaking	Reading				Phonics			Written	
			Shared	GGR sight words	GGR text	Total 15 divided by 3	Oral & Practical	Spelling test & dictation	Total 30 divided by 2	Paragraph	Language use
		5	5	5	5	5	5	25	15	5	10
1											
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Learner Name		Listening & Speaking	Reading				Phonics			Written	
			Shared	GGR sight words	GGR text	total 15 divided by 3	Oral & Practical	Spelling test & dictation	total 30 divided by 2	Paragraph	Language use
		5	5	5	5	5	5	25	15	5	10
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			Shared	GGR sight words	GGR text	Total 15 divided by 3	Oral & Practical	Spelling test & dictation	Total 30 divided by 2	Paragraph	Language use
25		5	5	5	5	5	5	25	15	5	10
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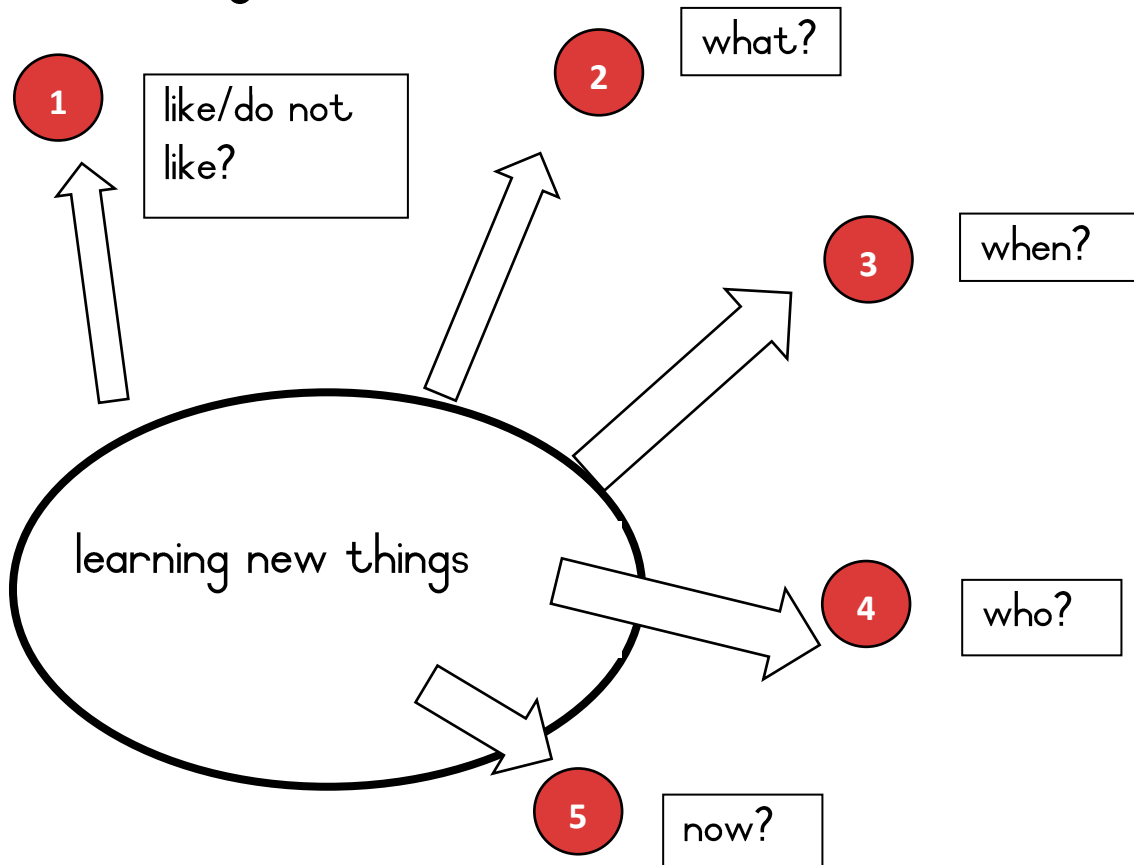
Learner Name		Listening & Speaking	Reading				Phonics			Written	
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		5	5	5	5	5	5	25	15	5	10
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Learner Name		Listening & Speaking	Reading				Phonics			Written	
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		5	5	5	5	5	5	25	15	5	10
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WRITTEN

PLANNING

Heading: Title



Writing ideas:

I like/do not like

I think

Every day/last week/this year I learnt

My teacher/mother/brother

Now I can

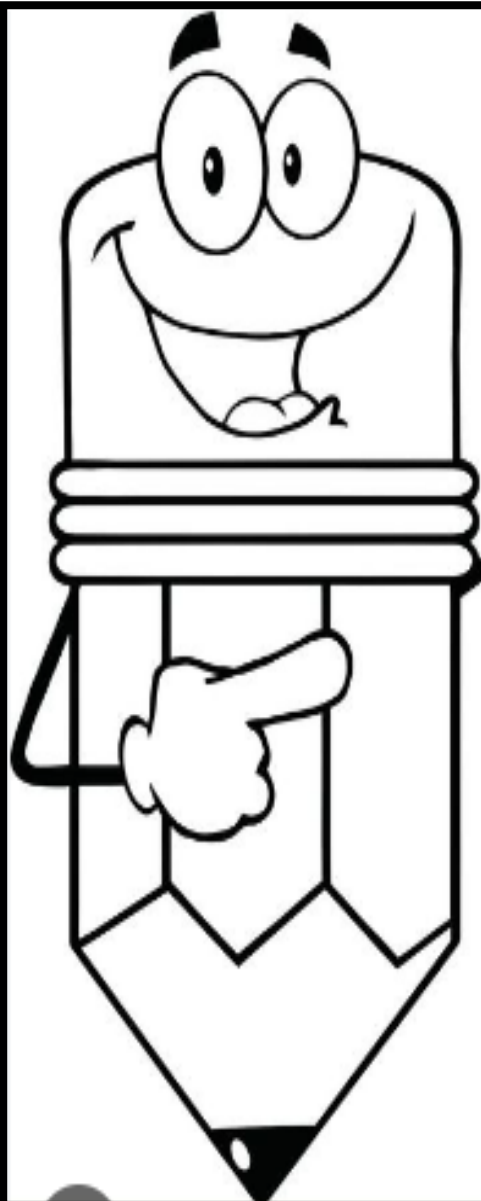
WRITTEN**DRAFT**

Is your work in paragraph form?

WRITTEN

EDITING

Editing



		Me	Peer
1	My sentences start with a capital letter.		
2	I ended my sentences with a full stop.		
3	Proper nouns are written in capital letters		
4	I used the past tense throughout all my sentences.		
5	I have checked the spelling of the words.		
6	All my sentences make sense.		

PUBLISHING

[illegible]