



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES FOR ENGLISH FIRST ADDITIONAL LANGUAGE

Week 5



CAPS and RATP alignment

LISTENING AND SPEAKING		READING	
1) Follow instructions 2) Understands and responds to simple questions 3) Give a simple oral recount of a story 4) Participate in a short conversation about the theme 5) Performs the song/rhyme about 6) Responds to simple requests 7) Understand simple language structures 8) Listens to a text, fiction and non-fiction 9) Expresses feelings about a story	CAPS pages 19 & 75 ATP pages 14-15; 22-23	1) Shared Reading - Pre-read Introduces the theme and predicts what will happen - Begins to develop an understanding and ability to use simple language structures in the context of meaningful spoken language 2) Group Guided Reading Reads independently in Group Guided sessions	CAPS pages 20,75 &78 ATP pages 14-15; 22-23
PHONICS		WRITING	
1) Able to hear the sound 2) Orally identifies the consonant digraph at the beginning or end of a word 3) Sounds out words using the new phonic learned 4) Recognises more complex word families (e.g. lunch, bunch) 5) Uses consonant blends to build up and break down words 6) Recognises vowel digraphs	CAPS pages 19 & 77 ATP pages 14-15; 22-23	1) Rest of the class during Group Guided Reading uses handwriting skills taught in Home Language 2) Creative Writing With guidance, write a personal recount Write sentences on a familiar topic (6-8 sentences/ one paragraph) Uses punctuation already taught in Home Language Spells common words correctly Writes lists with headings - Organising information in a chart	CAPS pages 19 &79 ATP pages 14-15; 22-23
LANGUAGE USE			
1) Able to know what a countable and an uncountable noun is (a /an /some) 2) Uses present and past tense 3) Uses article 'a' and 'the' 4) Uses is and are	CAPS page 79		



WEEKLY PREPARATION

Components	Monday	Time	Tuesday	Time	Wednesday	Time	Thursday	Time	Friday	Time
Listening and speaking/ Shared Reading	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	10min	Greeting Theme vocabulary Shared Reading- Second Read	15 min	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	10min	Greeting Theme vocabulary Shared Reading- Most Read	15 min	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	15 min
Phonics count, cloud, shout, house, mouse, found, mouth, round, about, out	/ou/ Introduce the sound and words	5min			/ou/ Segmenting and Blending	5min			/ou/ phonic game	
Group Guided Reading (Group with teacher)	Ability Group		Ability Group		Ability Group		Ability Group		Ability Group	
Paired/Individual Reading	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min	GGR Worksheet Read each other's work	15 min
Writing (GGR rest of the class)	T3 W5 Worksheet 1		T3 W5 Worksheet 2		T3 W5 Worksheet 3		DBE workbook		T3 W5 Worksheet 4	
Creative writing			Planning	30 min			Independent writing Drafting	30 min	Spelling and dictation	10min
Language Use									Using article 'a' and 'the'	20 min
Reflection										
Total Time		30 min		60 min		30 min		60 min		60 min



MONDAY: DAY 1



LISTENING AND SPEAKING 10min

Please read through the assessment guidelines

1. Greeting: Chosen learners greet the teacher and class before answering the question of the day. Use the rubric to assess.

2. Question of the day: Tell us about a time you solved a problem by showing kindness or compassion to someone.

3a. Theme vocabulary: impressive, creativity, windmill

3b. Sight words: difficult, young

4. Song and Rhyme:

Any song/rhyme that embraces the theme or uses the following rhyme:

<https://www.youtube.com/watch?v=qaUjCLys8eo>



When you have to solve a problem?

Think it, try it, fix it, Share it!

PHONICS 5min

-ou

Phonic words: count, cloud, shout, house, mouse, found, mouth, round, about, out

INTRODUCE THE SOUND AND WORDS

1. Say the sound and hold up the flashcard /-ou/ for learners to see.
2. Say the sound and instruct learners to repeat the sound. 2x
3. Tell the story of the 'ou' sound using pictures and flash cards.
4. Now show each phonic word, sound it out, and have learners repeat the 'ou' sound: count = c + ou (learners repeat) +n + t
5. Point out that the digraph 'ou' normally is in the middle of a word.

Phonic song

<https://www.youtube.com/watch?v=72202898>

<https://www.youtube.com/watch?v=72202898>

digraph

ou



Shout out loud from your big round mouth ou
ou ou ou ou ou ou ou
I saw a mouse run through my house
I fell off the couch
and banged my head "ouch"
but then I found
when I landed on the ground
the mouse liked the sound
so we jumped around
Shout out loud from your big round mouth ou
ou ou ou ou ou ou ou

house
mouse
found

READING 15 min

Group Guided Reading:

(a) Teacher prepare according to the reading level of the group with her. Example: Group 5 Level 5 (Read pages/paragraph)

(b) Rest of the class do: T3 W5 Worksheet 1 (colour blocks to form sentences)

Paired/Independent Reading

Read work done in Worksheet 1 to partner

Make corrections for friend (peer assessment)

RESOURCES (see Resource pack)

1. Rhyme/Song (pgs. 2-3)
2. Flash cards of Theme vocabulary & Sightwords (pgs 4-9)
3. Flash cards: Phonic words (pgs 10-19)
4. Preparation for the GGR group at teacher's table (pgs 38-41)
5. GGR: Rest of the class: Phonic Game (psg. 42-44)

ENRICHMENT/INTERVENTION



- **Intervention:** Allow learners to use abc cards to build phonic words.
- **Enrichment:** Allow learners to construct a sentence or two independently during the GGR activity using phonic words.



TUESDAY: DAY 2

★ LISTENING AND SPEAKING 15min

Please read through the assessment guidelines

1. Greeting: Chosen learners greet the teacher and class before answering the question of the day. Use the rubric to assess.

2. Question of the day: Tell us about a time you had a problem because you told a lie.

3a. Theme vocabulary: plastic, metal, electricity

3. According to current Theme: "SOLVING PROBLEMS"

Shared Reading- Read a story with the theme "Solving problems"

Or use this example: Big Book: *William's Brilliant Windmill* (15min)

<https://anyflip.com/cyexs/vmrz/basic>



Pre Reading
Comprehension
Strategy:
Prediction



1. When learners predict, they say what they think will happen in a story. 2. Learners can predict what will happen by looking at the pictures in a book. 3. They can also predict what will happen next after they have read a page of the text. 4. Finally, learners can predict how the story might end.

NB : The learner must know if their answer was incorrect, and that they hear the correct answer.

WRITING 30min

Shared writing: Planning:

1. Have a quick class discussion on the theme of solving problems.
2. Ask learners if they have ever had a problem and how was it solved.
3. Model a situation: Example:
4. The problem was that my new chair could not fit through the doorframe of my room. I wanted to solve this because I needed a chair inside my room. I decided to take off the removable "feet" of the chair and put them back once inside.
5. Make the learners aware that you used the articles 'a' and 'the'. 'a' and 'an' are used for countable nouns that are specific identity is unknown to the writer/reader (**indefinite article**). 'the' is used for countable nouns that are specific identity is known to the writer/reader (**definite article**).
6. For most uncountable nouns the article 'the' is used.

Indefinite article



Definite article



READING 15 min

Shared Reading: Done during Listening and speaking when theme was introduced during L&S

Group Guided Reading:

(a) Teacher prepare according to the reading level of the group with her. Example: Group 4 Level 4 (Read paragraph)

(b) Rest of the class do: T3 W5 Worksheet 2 (*Unscramble words and sentences*)

Paired/Independent Reading Read a book from the class library

RESOURCES (see Resource pack)

1. Flash cards of Theme vocabulary & Sightwords (pgs 4-9)
2. Flash cards: Phonic words (pgs 10-19)
3. Writing posters: (pg 36)
4. Big Book story: (pgs 20-35)
5. Preparation for the GGR group at teacher's table (pgs 38-41)
6. T3 W5 Worksheet 2 (GGR: Rest of the class) (pg.45)

ENRICHMENT/INTERVENTION ♥

- **Intervention:** Learners may use abc cards to unscramble words practically during GGR.
- **Enrichment:** Allow learners to write their own sentences with phonic words after completing the GGR worksheet.



WEDNESDAY: DAY 3



LISTENING AND SPEAKING 10min

Please read through the assessment guidelines

1. Greeting: Chosen learners greet the teacher and class before answering the question of the day. Use the rubric to assess.

2. Question of the day: Tell us about a time you had a problem because you told a lie.

3a. Theme vocabulary: suffer, drought, drop out

3b. Sight words: enough, bring, easy

4. Song and Rhyme:

Any song / rhyme that embraces the theme or uses the following rhyme:

<https://www.youtube.com/watch?v=qaUjCLys8eo>



PHONICS 5min

-ou

Phonic words: count, cloud, shout, house, mouse, found, mouth, round, about, out

SEGMENTING AND BLENDING

- Teacher say a phonic word, for example: cloud
 - Ask the learners: What is the first sound in the word? /c/
 - Ask the learners: What is the second sound in the word? /l/
 - Ask the learners: What is the middle sound in the word? /ou/
 - Ask the learners: What is the last sound in the word? /d/
 - Ask the learners to segment the word into each individual sound:
 - /c-/l-/ou-/d/ and write the word on the chalkboard for the learners while they segment the word
 - Repeat a – e with all phonic words.
- Learners need to segment 3 phonic words in their workbooks and blend 3 more phonic words.
(learners may have loose cards to pack the segmenting at their desks and copy from the word on their table)

c	n	t	m	b	a
l	d	h	s	r	ou

READING 15 min

Group Guided Reading:

(a) Teacher prepare according to the reading level of the group with her. Example: Group 3 Level 3 (Read sentences)

(b) Rest of the class do: T3 W5 Worksheet 3 (decipher the secret message by using the code)

Paired/Independent Reading

Read work done in Worksheet 3 to partner

RESOURCES (see Resource pack)

- Rhyme/Song (pgs. 2-3)
- Flash cards of Theme vocabulary & Sightwords (pgs 4-9)
- Flash cards: Phonic words (pg 19)
- Preparation for the GGR group at teacher's table (pgs 38-41)
- T3 W5 Worksheet 3 (GGR: Rest of the class) (pg. 46)
- Learners' Classwork book

ENRICHMENT/INTERVENTION

- Intervention:** Peer assistance with deciphering activity.
- Enrichment:** Allow learners to write their own secret message after deciphering the one given.



THURSDAY: DAY 4

**LISTENING AND SPEAKING** 15min

Please read through the assessment guidelines

1. Greeting: Chosen learners greet the teacher and class before answering the question of the day. Use the rubric to assess.

2. Question of the day: Why do you think it is important to show compassion?

3a. Theme vocabulary: impressed, starve, determined, build

3. According to current Theme: "SOLVING PROBLEMS"

Shared Reading- Read a story with the theme "Solving problems"

Or use this example: Big Book: *William's Brilliant Windmill* (15min)

<https://anyflip.com/cyexs/vmrz/basic>



First Reading
Comprehension
Strategy:
Searching the text

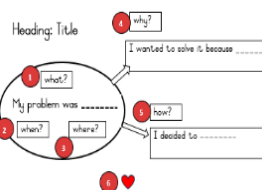


Learners need to learn to look for specific words on the page and to find answers for the most basic comprehension questions.

WRITING 30min

Independent writing:

Draft:



1. Remind learners about the mind map they completed on Tuesday.

2. Learners open their book at the mind map.

3. Model using the mind map to complete a paragraph by writing a sentence for each "question"

The problem was that my new chair could not fit through the doorframe of my room. I wanted to solve this because I needed a chair inside my room. I decided to take off the removable "feet" of the chair and put them back once inside.

4. Remove your paragraph but leave a writing frame.

The problem was _____. I wanted to solve this because _____. I decided to _____.

5. Learners write a draft of their paragraph using their mind map and writing frame.

READING 15 min

Shared Reading: Done during Listening and speaking when the theme was introduced during L&S

Group Guided Reading:

(a) Teacher prepare according to the reading level of the group with her. Example: Group 2 Level 2 (Read sentence)

(b) Rest of the class do: DBE workbook page 13 (the correct path) and 18

Paired/Independent Reading

Read a book from the class library

RESOURCES (see Resource pack)

- Flash cards of Theme vocabulary & Sightwords (pgs 4-9)
- Flash cards: Phonic words (pgs 10-19)
- Writing frame: (pg 37)
- Big Book story: (pgs 20-35)
- Preparation for the GGR group at teacher's table (pgs 38-41)
- DBE Workbook pages 13&18 (GGR: Rest of the class) (pgs 47-48)

ENRICHMENT/INTERVENTION

- Intervention:** Learners may use a simplified writing frame: First... Then... In the end....
- Enrichment:** Allow learners to add more sentences to their paragraph.



FRIDAY: DAY 5

★ LISTENING AND SPEAKING 10min

Please read through the assessment guidelines

1. Greeting: Chosen learners greet the teacher and class before answering the question of the day. Use the rubric to assess.

2. Question of the day: Tell us about a time you had a problem because you told a lie.

3a. Theme vocabulary: Revise all the words for the week.

3b. Sight words: Revise all the words for the week.

4. Song and Rhyme:

Any song / rhyme that embraces the theme or uses the following rhyme:

<https://www.youtube.com/watch?v=qaUjCLys8eo>



PHONICS 5min

-ou

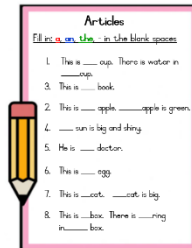
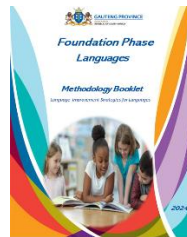
Phonic words: count, cloud, shout, house, mouse, found, mouth, round, about, out

1. Remind the learners of the sound of the week: /-ou/
2. Using a sound grid/table do a word find

LANGUAGE USE 20min

Using article 'a', 'an' and 'the':

Make the learners aware that you use the articles 'a', 'an' and 'the'. 'a' and 'an' are used for countable nouns that are specific identity is unknown to the writer/reader (**indefinite article**). Remember 'an' is used when the next word after this article starts with a vowel. 'the' is used for countable nouns that are specific identity is known to the writer/reader (**definite article**). Complete the article worksheet.



READING 15 min

Group Guided Reading:

(a) Teacher prepare according to the reading level of the group with her. Example: Group 1 Level 1 (Read words/phonics)

(b) Rest of the class do: T3 W5 Worksheet 4 (Cross word and find phonic words in text)

Paired/Independent Reading

Read a friends crossword and checking if they found all the phonic words in the text.

SPELLING TEST & DICTATION 10min

Dictation: At my house, we count the clouds.

My mom gave a shout when she found a mouse.



RESOURCES

1. Rhyme/Song (pgs. 2-3)
2. Flash cards of Theme vocabulary & Sightwords (pgs 4-9)
3. Flash cards: Phonic words (pg 19)
4. Preparation for the GGR group at teacher's table (pgs 38-41)
5. T3 W5 Worksheet 4 (GGR: Rest of the class) (pgs.49-50)
6. Methodology Booklet (pg 87)
7. Spelling test (pg 54)
8. Learners' Classwork book