



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES FOR ENGLISH FIRST ADDITIONAL LANGUAGE

Week 6



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 <i>stream, strict, street, straw, string, scream, screen, scrap, scrub, scratch</i>	/str/ and /scr/ Introduce the sound and words	5min			/str/ and /scr/ Segmenting and Blending	5min			/str/ and /scr/ 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 W6 Worksheet 1		T3 W6 Worksheet 2		T3 W6 Worksheet 3		Comprehension worksheet		DBE workbook page	
Creative writing			Share writing Editing	30 min			Independent writing Publishing	30 min	Spelling and dictation	10min
Language Use									Using 'is' or 'are'	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 had a problem at home.

3a. Theme vocabulary: mocked, scrap, yard, well

3b. Sight words: finally, began, pump

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 str-/scr-

Phonic words: stream, strict, street, straw, string, scream, screen, scrap, scrub, scratch

INTRODUCE THE SOUND AND WORDS

1. Say the sound and hold up the flashcard /str/ for learners to see.
2. Say the sound and instruct learners to repeat the sound. 2x
3. Now show each phonic word, breaking the word into the blend and the rime, and have learners repeat the 'str' sound:
stream = str (learners repeat) + eam
4. Repeat with all the str phonic words.

5. Say the sound and hold up the flashcard /scr/ for learners to see.

6. Say the sound and instruct learners to repeat the sound. 2x

7. Now show each phonic word, breaking the word into the blend and the rime, and have learners repeat the 'str' sound:

stream = str (learners repeat) + eam

8. Repeat with all the str phonic words.



READING 15 min

Group Guided Reading:

(a) Teacher prepare according to the reading level of the group with her. Example: Group 5 Level 5 (sight words)

(b) Rest of the class do: T3 W6 Worksheet 1 (Filling in the missing word to complete the word or sentence)

Paired/Independent Reading

Read work done in Worksheet 1 to partner

RESOURCES (see Resource pack)

1. Rhyme/Song (pgs. 2-3))
2. Flash cards of Theme vocabulary & Sightwords (pgs 4-8)
3. Flash cards of the phonic words (pgs 9 -22)
4. Preparation for the GGR group at teacher's table (pgs 42-46)
5. T3 W6 Worksheet 1 (GGR: Rest of the class) (pg.47)
6. Learners' Classwork book

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: If you had to show compassion to your sibling or cousin would you want to help them with something or share something with them? Why?

3a. Theme vocabulary: pipe, famous, energy

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:
Summarise

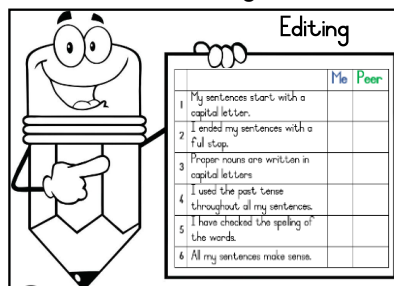


When learners summarise, they think about the most important points in a text. It can be done orally or in writing. It shows that the learner has understood the story's main points. This is a way for learners to summarise or retell a

WRITING 30min**Shared writing: Editing**

Learners open their books at the draft they wrote last week Thursday.

1. Remind learners that editing is an important part of the writing process.
2. Hand out the editing checklist to learners.
3. Learners must use the checklist to assist them in editing their work.



4. After editing their work learners need to swap with a friend. The friend uses the same editing checklist but a different colour to do peer editing.

**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 (sight words)

(b) Rest of the class do: T3 W6 Worksheet 2 (*Replace picture with word and construct sentences*)

Paired/Independent Reading Read a book from the class library

RESOURCES (see Resource pack)

1. Flash cards of Theme vocabulary (pgs4-7)
2. Big Book: The blue bracelet (pgs26-38)
3. Writing: Editing grid (pg. 39)
4. Preparation for the GGR group at the teacher's table (pgs40-46)
5. T3 W4 Worksheet 2 (GGR: Rest of the class) (pg.48) Learners' Classwork book

ENRICHMENT/INTERVENTION

- **Intervention and Enrichment:** Play a phonic game



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: If you pick something up on the field during break, do you keep it or hand it in at lost and found? Why?

3a. Theme vocabulary: journalist, afford, article

3b. Sight words: water, wait

4. Song and Rhyme:

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

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



The problem-solving song

Think it
Try it
Fix it
Share it!

PHONICS 5min str-/scr-

Phonic words: stream, strict, street, straw, string, scream, screen, scrap, scrub, scratch

SEGMENTING AND BLENDED

1. Teacher say a phonic word, for example: str
 - a. Ask the learners: What is the first sound in the word? /s/
 - b. Ask the learners: What is the second sound in the word? /t/
 - c. Ask the learners: What is the next sound in the word? /r/
 - d. Ask the learners: What is the middle sound in the word? /ea/
 - e. Ask the learners: What is the last sound in the word? /m/
 - f. Ask the learners to segment the word into each individual sound:
 - g. /s/-t/-r/-ea/-m/ and write the word on the chalkboard for the learners while they segment the word
 - h. Repeat a – e with all phonic words.
2. 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)



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 W6 Worksheet 3 (Circle the phonic words in a decodable text)

Paired/Independent Reading

Read work done in Worksheet 3 to partner

RESOURCES (see Resource pack)

1. Flash cards: Rhyme/Song (pgs. 3-4)
2. Flash cards of Theme vocabulary & Sight words (pgs 4-9)
3. Phonics: Phonic worm letters and Phonic words for game (pgs. 50-25)
4. Preparation for the GGR group at teacher's table (pgs 40-46)
5. T3 W4 Worksheet 3 (GGR: Rest of the class) (pgs. 50-52))
6. Learners' Classwork book

ENRICHMENT/INTERVENTION



- Intervention and Enrichment: Play a phonic game



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: Is it important to be kind to the other learners in your class? Why?

3a. Theme vocabulary: invention, lightbulb, radio

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>

**Post Reading**

Comprehension
Strategy:

Make evaluation

Making evaluations is a key thinking and comprehension skill. Learners must realise that they must always evaluate what they read, and be able to support or justify their evaluations.

WRITING 30min**Independent writing:****Publishing:**

The learners open their books at the draft and editing.

1. Remind learners to use their editing of their draft.
2. Learners will write their final drafts of their paragraph.

If time permits learners can draw a picture to illustrate their paragraph

**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: Comprehension

Paired/Independent Reading

Read a book from the class library

RESOURCES (see Resource pack)

1. Flash cards: Rhyme/Song (pgs. 3-4)
2. Flash cards of Theme vocabulary & Sightwords (pgs 4-9)
3. Preparation for the GGR group at teacher's table (pgs 40-46)
4. T3 W4 Worksheet 4 (GGR: Rest of the class) (pgs. 53-54)
5. Learners' Classwork book

ENRICHMENT/INTERVENTION

- **Intervention and Enrichment:** Play a phonic game.



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: Do you like solving problems? Why?

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>



The problem-solving song

Think it
Try it
Fix it
Share it!

PHONICS 5min str-/scr-

Phonic words: stream, strict, street, straw, string, scream, screen, scrap, scrub, scratch

1. Remind the learners of the sound of the week: /str-/ and /scr-/
2. Place the words in the word family on the board. Use phonic flashcards.

LANGUAGE USE 20min

Using 'is' and 'are':

Remember 'is' is used for the singular form and 'are' is used for plural form.

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: DBE workbook page 25 (the correct path) and page 28 letter.

Paired/Independent Reading

Read a friends letter and help them fix mistakes.

SPELLING TEST & DICTATION 10min

Words: stream, strict, street, straw, string, scream, screen, scrap, scrub, scratch

Dictation: I saw a **straw** and **string** in the **stream**.

I heard a **scratch** on the **screen** so I gave a **scream**.

RESOURCES

1. Flash cards of Theme vocabulary & Sightwords (pgs 4-9)
2. Preparation for the GGR group at teacher's table (pgs 40-46)
3. DBE Workbook page 24 (GGR: Rest of the class) (pg. 48)
4. The Methodology Booklet- Language structures (pg. 56)
5. The Language use worksheet (pg. 57)
6. Learners' Classwork book