



# FOUNDATION PHASE

# LANGUAGE IMPROVEMENT STRATEGIES FOR ENGLISH FIRST ADDITIONAL LANGUAGE

Week 7

## CAPS and RATP alignment

| LISTENING AND SPEAKING                                                                                                                                                                                                                                                                                                                                                                    |                                              | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 1) Follow instructions<br>2) Understands and responds to simple questions<br>3) Give a simple oral recount of a story<br>4) Participate in a short conversation about the theme<br>5) Performs the song/rhyme about<br>6) Responds to simple requests<br>7) Understand simple language structures<br>8) Listens to a text, fiction and non-fiction<br>9) Expresses feelings about a story | CAPS pages 19 & 75<br>ATP pages 14-15; 22-23 | <b>1) Shared Reading</b> <ul style="list-style-type: none"> <li>Pre-read Introduces the theme and predicts what will happen</li> <li>Begins to develop an understanding and ability to use simple language structures in the context of meaningful spoken language</li> </ul> <b>2) Group Guided Reading</b> <ul style="list-style-type: none"> <li>Reads independently in Group Guided sessions</li> </ul> <b>3) Paired/Independent Reading</b> <ul style="list-style-type: none"> <li>Reads own and others' writing &amp; Reads aloud to a partner</li> <li>Uses children's picture dictionaries</li> </ul> | CAPS pages 20,75 &78<br>ATP pages 14-15; 22-23 |
| PHONICS                                                                                                                                                                                                                                                                                                                                                                                   |                                              | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                |
| 1) Able to hear the sound<br><b>2) Orally identifies the consonant digraph at the beginning or end of a word</b><br><b>3) Sounds out words using the new phonic learned</b><br><b>4) Recognises more complex word families (e.g. lunch, bunch)</b><br><b>5) Uses consonant blends to build up and break down words</b><br><b>6) Recognises vowel digraphs</b>                             | CAPS pages 19 & 77<br>ATP pages 14-15; 22-23 | 1) Rest of the class during Group Guided Reading uses handwriting skills taught in Home Language<br><b>2) Creative Writing</b> <ul style="list-style-type: none"> <li>With guidance, write a personal recount</li> <li>Write sentences on a familiar topic (6-8 sentences/ one paragraph)</li> <li>Uses punctuation already taught in Home Language</li> <li>Spells common words correctly</li> </ul> Writes lists with headings<br>Organising information in a chart                                                                                                                                         | CAPS pages 19 &79<br>ATP pages 14-15; 22-23    |
| LANGUAGE USE                                                                                                                                                                                                                                                                                                                                                                              |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |
| 1) Able to know what a countable and an uncountable noun is (a /an /some)<br><b>2) Uses present and past tense</b><br>3) Uses articles 'a' and 'the'<br>4) Uses is and are                                                                                                                                                                                                                | CAPS page 79                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                |

## WEEKLY PREPARATION

| Components                                                                              | Monday                                                                             | Time   | Tuesday                                                        | Time   | Wednesday                                                                          | Time   | Thursday                                                     | Time   | Friday                                                                             | Time   |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--------|----------------------------------------------------------------|--------|------------------------------------------------------------------------------------|--------|--------------------------------------------------------------|--------|------------------------------------------------------------------------------------|--------|
| <b>Listening and speaking/<br/>Shared Reading</b>                                       | Greeting<br>Sight words<br>Vocabulary words<br>Question of the day<br>Song / Rhyme | 10min  | Greeting<br>Theme vocabulary<br>Shared Reading-<br>Second Read | 15 min | Greeting<br>Sight words<br>Vocabulary words<br>Question of the day<br>Song / Rhyme | 10min  | Greeting<br>Theme vocabulary<br>Shared Reading-<br>Most Read | 15 min | Greeting<br>Sight words<br>Vocabulary words<br>Question of the day<br>Song / Rhyme | 15 min |
| <b>Phonics</b> catch, watch, match, witch, sketch, hatch, itch, scratch, fetch, stretch | /-tch/<br>Introduce the sound and words                                            | 5min   |                                                                |        | /-tch/<br>Segmenting and Blending                                                  | 5min   |                                                              |        | /-tch/<br>Phonic game                                                              |        |
| <b>Group Guided Reading</b> ★<br>(Group with teacher)                                   | Ability Group                                                                      |        | Ability Group                                                  |        | Ability Group                                                                      |        | Ability Group                                                |        | Ability Group                                                                      |        |
| <b>Paired/Individual Reading</b>                                                        | GGR Worksheet<br>Read each other's work                                            | 15 min | GGR Worksheet<br>Read each other's work                        | 15 min | GGR Worksheet<br>Read each other's work                                            | 15 min | GGR Worksheet<br>Read each other's work                      | 15 min | GGR Worksheet<br>Read each other's work                                            | 15 min |
| <b>Writing</b><br>(GGR rest of the class)                                               | T3 W5 Worksheet 1                                                                  |        | T3 W5 Worksheet 2                                              |        | T3 W5 Worksheet 3                                                                  |        | DBE workbook                                                 |        | T3 W5 Worksheet 4                                                                  |        |
| <b>Creative writing</b>                                                                 |                                                                                    |        | ★ Planning                                                     | 30 min |                                                                                    |        | ★ Independent writing<br>Drafting                            | 30 min | ★ Week 1 to 7 sounds<br>practical and oral assessment                              | 10min  |
| <b>Language Use</b>                                                                     |                                                                                    |        |                                                                |        |                                                                                    |        |                                                              |        | Past Tense                                                                         | 20 min |
| <b>Reflection</b>                                                                       |                                                                                    |        |                                                                |        |                                                                                    |        |                                                              |        |                                                                                    |        |
| <b>Total Time</b>                                                                       |                                                                                    | 30 min |                                                                | 60 min |                                                                                    | 30 min |                                                              | 60 min |                                                                                    | 60 min |

## MONDAY: DAY 1

## LISTENING AND SPEAKING 10min

**1. Greeting:** Pretend it is dark outside  
 “Good evening learners, how are you this evening?” “Good evening, Ms Educator, we are happy/fine.”

**2. Question of the day:** Do you think it is important to learn new things?

**3a. Theme vocabulary:** know, learn, question

**3b. Sight words:** loved, seeds

**4. Song and Rhyme:**

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

[https://youtu.be/E5hBfzF0DxQ?si=H\\_MPp5Mcb7Nv0c5n](https://youtu.be/E5hBfzF0DxQ?si=H_MPp5Mcb7Nv0c5n)



## PHONICS 5min

-tch

**Phonic words:** catch, watch, match, witch, sketch, hatch, itch, scratch, fetch, stretch

**INTRODUCE THE SOUND AND WORDS**

1. Say the sound and hold up the flashcard /-tch/ for learners to see.
2. Say the sound and instruct learners to repeat the sound. 2x
3. Now show each phonic word, sound it out, and have learners repeat the word and ‘-tch’ sound.
4. Point out that this consonant trigraph is found at the end of a word.

## READING 15 min

Please read through the assessment guidelines

**Group Guided Reading:** ★

(a) Teacher prepares according to the reading level of the group with her. Example: Group 5 Level 5 (Read decodable text)

(b) Rest of the class do: T3 W7 Worksheet 1 (Secret code)

**Paired/Independent Reading**

Read work done in Worksheet 1 to partner

**RESOURCES** (see Resource pack)

1. Rhyme/Song (pgs. 2 - 4)
2. Flash cards of Theme vocabulary & Sightwords (pgs 5 - 10)
3. Flash cards: Phonic words (pgs 11- 18)
4. Preparation for the GGR group at teacher’s table (pgs 34 - 40)
5. GGR: Rest of the class: Worksheet (pgs 41 - 47.)
6. Learners’ Classwork Book

**ENRICHMENT/INTERVENTION**



- **Intervention:** Learners try to find sticky notes with -tch words around the class. When learners find a word, they bring it to the teacher, sound it out, and read it.
- **Enrichment:** Learners try to write their own secret message using the code (have cutouts available of secret code alphabet)

## TUESDAY: DAY 2

**LISTENING AND SPEAKING** 15min

**1. Greeting:** Pretend it is afternoon: "Good afternoon class, how are you today?" " Good afternoon, Mrs Educator, we are doing well."

**2. Question of the day:** Do you have to be at school to learn new things?

**3a. Theme vocabulary:** internet, computer, phone

**3. According to the current Theme: " Learner new things"**

**Shared Reading-** Read a story with the theme "Learning new things"  
Or use this example: Big Book: *Zandile uses the Internet* (15min)

**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 ★

Please read through the assessment guidelines

**Shared writing: Planning:**

1. Have a quick class discussion on the theme of learning new things.
2. Ask learners if they learn new things.
3. Model a situation: Example:
4. I like to learn new things all the time. It is important that I try to learn something new everyday. In grade 3 I learned that a Killer whale also known as an Orca is a dolphin and not a whale.
5. Learners need to use a mind map to plan their paragraph.
6. Give the learners the framework for the mind map.

**READING** 15 min

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

Please read through the assessment guidelines

**Group Guided Reading:** ★

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

**(b)** Rest of the class do: T3 W7 Worksheet 2 (*Rhyming words/ word families*)

**Paired/Independent Reading** Read a book from the class library

**RESOURCES** (see Resource pack)

1. Flash cards of Theme vocabulary & Sightwords (pgs 5 - 10 )
2. Writing posters: (pg 32 - 33 )
3. Big Book story: (pgs 19 - 31 )
4. Preparation for the GGR group at the teacher's table (pgs 34 - 40)
5. T3 W7 Worksheet 2 (GGR: Rest of the class) (pg 41 - 47.)

**ENRICHMENT/INTERVENTION** ♥

- **Intervention:** Learners may hold a mini-conference with a peer or educator about the topic before planning.
- **Enrichment:** Assist a peer with a mini-conference about the topic before planning.

## WEDNESDAY: DAY 3

## LISTENING AND SPEAKING 10min

1. **Greeting:** Turn to your friend next to you and greet them as if they are the school's principal.

2. **Question of the day:** Can older people learn new things?

3a. **Theme vocabulary:** tablet, search, read

3b. **Sight words:** how, properly, different

4. **Song and Rhyme:**

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

[https://youtu.be/E5hBfzF0DxQ?si=H\\_MPp5Mcb7Nv0c5n](https://youtu.be/E5hBfzF0DxQ?si=H_MPp5Mcb7Nv0c5n)



## PHONICS 5min



**Phonic words:** catch, watch, match, witch, sketch, hatch, itch, scratch, fetch, stretch

SEGMENTING AND BLENDED

1. **Teacher say a phonic word**, for example: catch
  - a. Ask the learners: What is the **first sound** in the word? /c/
  - b. Ask the learners: What is the **second sound** in the word? /a/
  - c. Ask the learners: What is the **last sound** in the word? /tch/
  - d. Ask the learners to segment the word into each individual sound:
  - e. **/c-/a-/tch/ and write the word** on the chalkboard for the learners while they segment the word
  - f. **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)

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

## READING 15 min

Please read through the assessment guidelines

**Group Guided Reading:** ★

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

(b) Rest of the class do: T3 W7 Worksheet 3 (Fix punctuation)

**Paired/Independent Reading**

Read work done in Worksheet 3 to partner

**RESOURCES** (see Resource pack)

1. Rhyme/Song (pgs. 2 - 4)
2. Flash cards of Theme vocabulary & Sightwords (pgs 5 - 10)
3. Flash cards: Phonic words (pg 11 - 18)
4. Preparation for the GGR group at teacher's table (pgs 34 - 40)
5. T3 W7 Worksheet 3 (GGR: Rest of the class) (pg.41 - 47)
6. Learners' Classwork Book

**ENRICHMENT/INTERVENTION**

- **Intervention:** Allow learners to use abc cards to blend and segment words practically.
- **Enrichment:** Allow learners to write sentences with phonic words during phonic activity.

## THURSDAY: DAY 4

**LISTENING AND SPEAKING** 15min

**1. Greeting:** Turn to the friend behind you and greet them as if you just met them.

**2. Question of the day:** What new thing have you learnt this week?

**3a. Theme vocabulary:** watch, video, article

**3. According to current Theme: "Learning new things"**

**Shared Reading-** Read a story with the theme "Learning new things"

Or use this example: Big Book: *Zandile uses the Internet* (15min)

**First Reading**

Comprehension

Strategy:

Visualise

When learners visualise, they must think about what is happening in the story like a scene from a movie.

Visualisation helps learners to see how the events in the text are connected.

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

*Please read through the assessment guidelines*

**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"

7. I like to learn new things all the time. It is important that I try to learn something new everyday. In grade 3 I learned that a Killer whale also known as an Orca is a dolphin and not a whale.

4. Remove your paragraph but leave a writing frame.

**I like/do not like to learn new things because \_\_\_\_\_ . I learnt \_\_\_\_\_ . It is good to know \_\_\_\_\_ .**

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

*Please read through the assessment guidelines*

**Group Guided Reading:** ★

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

(b) Rest of the class do: DBE workbook page 29 and 34

**Paired/Independent Reading**

Read a book from the class library

**RESOURCES** (see Resource pack)

- Flash cards of Theme vocabulary & Sightwords (pgs 5 - 10 )
- Flash cards: Phonic words (pgs 11 - 18)
- Writing frame: (pg 32 - 33 )
- Big Book story: (pgs 19 - 31 )
- Preparation for the GGR group at teacher's table (pgs 34 - 40 )
- DBE Workbook pages 29 & 34 (GGR: Rest of the class) (pgs 41 - 47 )

**ENRICHMENT/INTERVENTION**

- Intervention:** Learners may use a word bank and dictionary
- Enrichment:** Allow learners to add more sentences to their paragraphs.

## FRIDAY: DAY 5

**LISTENING AND SPEAKING** 10min

**1. Greeting:** Turn to the friend in front of you and greet them.

**2. Question of the day:** Do you like learning something new?

**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://youtu.be/E5hBfzF0DxQ?si=H\\_MPp5Mcb7Nv0c5n](https://youtu.be/E5hBfzF0DxQ?si=H_MPp5Mcb7Nv0c5n)

**PHONICS** 5min

**Phonic words:** catch, watch, match, witch, sketch, hatch, itch, scratch, fetch, stretch

1. Remind the learners of the sound of the week: /-tch/
2. Match pictures with flashcards

**LANGUAGE USE** 20min

Revise the past tense.

**Play a game of past-tense charades.**

1. The teacher will have a container with folded papers that each have a past tense verb on it. Example ran.
2. The class will be divided into 2 teams.
3. Each team will have a turn to "act out" the verb using gestures (no talking). With each verb picked from the container, a different learner must do the charade.
4. When a learner guesses the verb correctly (past tense), the learner picks someone on their team to make a sentence using this verb.
5. The team that gets the most past tense verbs correct – wins!
6. When the game is over the learners need to re-write the following sentence in their workbooks using past tense:  
Zandile finds a blue bracelet. (The teacher must write the sentence on the board).

**READING** 15 min

*Please read through the assessment guidelines*

**Group Guided Reading:**

- (a)** The teacher prepares according to the reading level of the group with her. Example: Group 1 Level 1 (Read decodable text)
- (b)** Rest of the class do: T3 W7 Worksheet 4 (*Write sentences about the picture*)

**Paired/Independent Reading**

Read a friend's sentences.

**PHONICS PRACTICAL AND ORAL** 10min

*Please read through the assessment guidelines*

1. Hand out flashcards with phonic words to learners.
2. Place the word family posters on the board or around the class.
3. Allow learners to place the flashcard they have in the correct word family.
4. When the learner places the word in a word family they must segment the word.

**RESOURCES**

1. Rhyme/Song (pgs. 2 - 4)
2. Flashcards of Theme vocabulary & Sightwords (pgs 5 - 10)
3. Flashcards: Phonic words (pgs 11 - 18)
4. Preparation for the GGR group at teacher's table (pgs 34 - 40)
5. T3 W7 Worksheet 4 (GGR: Rest of the class) (pgs 41 - 47.)
6. Methodology Booklet – Language use (pgs 48 - 54)