



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES FOR ENGLISH FIRST ADDITIONAL LANGUAGE

Week 9

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 3) Paired/Independent Reading Reads own and others' writing & Reads aloud to a partner Uses children's picture dictionaries	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 articles 'a' and 'the' 4) Uses is and are 5) Alphabetical order	CAPS page 79		

TERM 3

WEEK 9: IDENTITIES

DATE:

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 photo, phonics, phantom, phone, physics, physical, pharmacy, phase, pharo, phoenix	/-ph-/ Introduce the sound and words	5min			/-ph-/ Segmenting and Blending	5min			/-ph-/ 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 W9 Worksheet 1		T3 W9 Worksheet 2		T3 W9 Worksheet 3		DBE workbook		T3 W9 Worksheet 4	
Creative writing			Shared writing: Planning	30 min			Independent writing: Draft	30 min	Spelling test	10min
Language Use									Alphabetical order	20 min
Reflection										
Total Time		30 min		60 min		30 min		60 min		60 min

MONDAY: DAY 1

LISTENING AND SPEAKING 10min

1. Greeting: "Good morning, grade 3 learners"
Choose 2 to 3 learners to respond.

2. Question of the day: Are all people the same?

3a. Theme vocabulary: identity, gender, race

3b. Sight words: allowed, child

4. Song and Rhyme:

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

This is me

This is real, this is me
I'm exactly where I'm supposed to be, now
Gonna let the light shine on me
Now I've found who I am
There's no way to hold it in
No more hiding who I want to be
This is me



https://youtu.be/6HCUoMgviwU?si=J_xKZ_FdF2j5IM7W

<https://youtu.be/Gv3KA6onF0w>

PHONICS 5min

-ph-

Phonic words: photo, phonics, phantom, phone, physics, physical, pharmacy, phase, pharo, phoenix

INTRODUCE THE SOUND AND WORDS

1. Say the sound and hold up the flashcard /-ph-/ 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 '-ph-' sound.
4. Remind learners that 'h' for Harry Hat Man does not like noise, so whenever 'p' for 'Poor Peter Puppy' stands in front of him and barks, he holds the puppy's mouth closed with both hands and the puppy makes 'phphphph' sound.



READING 15 min

Group Guided Reading:

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

(b) Rest of the class do: T3 W9 Worksheet 1 (fill in the correct word)

Paired/Independent Reading

Read work done in Worksheet 1 to partner

RESOURCES (see Resource pack)

1. Rhyme/Song (pg 2.)
2. Flash cards of Theme vocabulary & Sightwords (pgs 3-8)
3. Phonic song: (pgs 9-10)
4. Flash cards: Phonic words (pgs 11-22)
5. Preparation for the GGR group at teacher's table (pgs 39-41)
6. GGR: Rest of the class: Worksheet 1 (pg 42.)
7. Learners' Classwork book

ENRICHMENT/INTERVENTION



- Please play a phonic game.

<https://bit.ly/4cv2qzN>

TUESDAY: DAY 2

LISTENING AND SPEAKING 15min

1. Greeting: “Good morning, grade 3 learners”
Choose 2 to 3 learners to respond.

2. Question of the day: Do you think the learners in our class have the same identity or different identities?

3a. Theme vocabulary: unique, chameleon

3. According to the current Theme: “Learner new things”

Shared Reading- Read a story with the theme “Identities”

Or use this example: Big Book: *Trevor Noah, the chameleon* (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**Shared writing: Planning:**

1. Have a quick class discussion on the theme of identities.
2. Ask learners how they would explain who they are to someone.
3. Model how to write a letter to someone explaining who you are: Example:

13 Magic Street
Grindelwiltville
Aliviousa Park
934

Dear Harry

I am a 9-year-old girl with dark brown hair and blue eyes. My favourite colour is purple. The best band in the world is Coldplay.

I know we can be great friends.

Yours sincerely,
Hermione Granger

4. Learners need to use a mind map to plan their letter.
5. 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

Group Guided Reading:

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

(b) Rest of the class do: T3 W9 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 3-8)
2. Writing posters: (pg 37)
3. Big Book story: (pgs 23-36)
4. Preparation for the GGR group at the teacher's table (pgs 39-41)
5. T3 W9 Worksheet 2 (GGR: Rest of the class) (pgs.43-44)

ENRICHMENT/INTERVENTION ❤️

- Play a phonic game

<https://bit.ly/4cv2qzN>

WEDNESDAY: DAY 3

LISTENING AND SPEAKING 10min

1. **Greeting:** "Good morning, grade 3 learners"
Choose 2 to 3 learners to respond.

2. **Question of the day:** How do you think someone feels when they don't fit in?

3a. **Theme vocabulary:** separate, fit in, belong

3b. **Sight words:** unfair, only, why

4. **Song and Rhyme:**

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

This is me

This is real, this is me
I'm exactly where I'm supposed to be, now
Gonna let the light shine on me
Now I've found who I am
There's no way to hold it in
No more hiding who I want to be
This is me



https://youtu.be/6HCUoMgviwU?si=J_xKZ_FdF2j5IM7W

<https://youtu.be/Gv3KA6onF0w>

PHONICS 5min

-ph-

Phonic words: photo, phonics, phantom, phone, physics, physical, pharmacy, phase, pharo, phoenix

SEGMENTING AND BLENDING

1. Teacher say a phonic word, for example: phoenix
 - a. Ask the learners: What is the **first sound** in the word? /ph/
 - b. Ask the learners: What is the **second sound** in the word? /oe/
 - c. Ask the learners: What is the **next sound** in the word? /n/
 - d. Ask the learners: What is the **next sound** in the word? /i/
 - e. Ask the learners: What is the **last sound** in the word? /x/
 - f. Ask the learners to segment the word into each individual sound:
 - g. /ph/oe/-/n/-/i/-/x/ and write the word on the chalkboard for the learners while they segment the word
 - h. Repeat a – g 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

READING 15 min

Group Guided Reading:

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

(b) Rest of the class do: T3 W9 Worksheet 3 (Fix punctuation)

Paired/Independent Reading

Read work done in Worksheet 3 to partner

RESOURCES (see Resource pack)

1. Rhyme/Song (pg 2.)
2. Flash cards of Theme vocabulary & Sightwords (pgs 3-8)
3. Phonic song: (pgs 9-10)
4. Flash cards: Phonic words (pgs 11-22)
5. Preparation for the GGR group at teacher's table (pgs 39-41)
6. GGR: Rest of the class: Worksheet 3 (pgs 45-46.)
7. Learners' Classwork book

ENRICHMENT/INTERVENTION

- Play a phonic game
<https://bit.ly/4cv2qzN>

THURSDAY: DAY 4

LISTENING AND SPEAKING 15min

1. Greeting: "Good morning, grade 3 learners"
Choose 2 to 3 learners to respond.

2. Question of the day: Has someone ever told you you couldn't do something because of your gender?

3a. Theme vocabulary: comedian, belief, law

3. According to current Theme: "Identities"
Shared Reading- Read a story with the theme "Identities"

Or use this example: Big Book: *Trevor Noah, the chameleon* (15min)

First Reading
Comprehension
Strategy:
Making inferences



Making inferences is a key thinking and comprehension skill. Learners need to work out parts of a story by making inferences. Learners may miss important information if they do not know how to make appropriate inferences.

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 letter.

4. Remove your letter but leave a writing frame.

5. Learners write a draft of their letter 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

(b) Rest of the class do: DBE workbook page 45

Paired/Independent Reading

Read a book from the class library

**RESOURCES** (see Resource pack)

- Flash cards of Theme vocabulary & Sightwords (pgs 3-8)
- Writing posters: (pg 38)
- Big Book story: (pgs 23-36)
- Preparation for the GGR group at the teacher's table (pgs 39-41)
- DBE Workbook (GGR: Rest of the class) (pg.45)
- Classwork book

ENRICHMENT/INTERVENTION

- Play a phonic game.

<https://bit.ly/4cv2qzN>



FRIDAY: DAY 5

LISTENING AND SPEAKING 10min

1. Greeting: "Good morning, grade 3 learners"
Choose 2 to 3 learners to respond.

2. Question of the day: In what way can you "build bridges" with people?

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 song:

This is me
This is real, this is me
I'm exactly where I'm supposed to be, now
Gonna let the light shine on me
Now I've found who I am
There's no way to hold it in
No more hiding who I want to be
This is me



https://youtu.be/6HCUoMgviwU?si=J_xKZ_FdF2j5lM7W

<https://youtu.be/Gv3KA6onF0w>

PHONICS 5min

-ph-

Phonic words: photo, phonics, phantom, phone, physics, physical, pharmacy, phase, pharo, phoenix

1. Remind the learners of the sound of the week: /-ph-/

LANGUAGE USE 20min

Explain how alphabetical order works.

Show the alphabet and the order it appears in, use the alphabet poster from resource pack.

Do page 23 in DBE workbook together as a class activity.



Now complete the alphabetical worksheet.

Learners can pack loose cards in alphabetical order

photo	phonics	dolphine	lion
clever	shine	friendship	
good	sunshine	identity	zebra
monkey	horse	allowed	
elephant	eat	unique	race

READING 15 min

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)

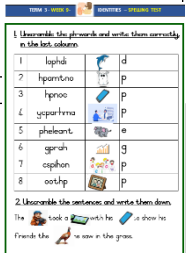
(b) Rest of the class do: T3 W9 Worksheet 4 (Write sentences using words in the blocks)

Paired/Independent Reading

Read a friend's sentences.

SPELLING TEST AND DICTATION 10min

Complete unscramble worksheet.



RESOURCES

1. Rhyme/Song (pg 2.)
2. Flash cards of Theme vocabulary & Sightwords (pgs 3-8)
3. Phonic song: (pgs 9-10)
4. Flash cards: Phonic words (pgs 11-22)
5. Preparation for the GGR group at teacher's table (pgs 39-41)
6. Language use (pgs. 49-51 & DBE Workbook page 23)
7. Spellingtest & dictation (pg. 52.)
8. Learners' Classwork book