

LISTENING AND SPEAKING: 15 MIN X 4 DAYS A WEEK					
TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	PLANTS/EARTH- WHAT WE GET FROM THEM		DISASTERS		
Listening and Speaking	Engages in conversation as a social skill, accepting and respecting the way others speak • Uses language imaginatively: tells jokes and riddles using appropriate volume and intonation • Listens for the detail in stories and answers open-ended questions, e.g., “Do you think it is right that you have to wear school uniform?” • Tells a story using descriptive language, different gestures and facial expressions				
Term 2	Week 6	Week 7	Week 8	Week 9	
THEME	ANIMALS THAT HELP US				
Listening and Speaking	Listens to a story and works out cause and effect in response to questions such as “What would have happened if the dog had not been found?” • Plans and makes an oral presentation tells personal news, describes something experienced, recounts an event etc. using a visual aid • Expresses feelings and opinions about a text and gives reasons, e.g., “This book is boring because it has no pictures and many long words!” • Discusses solutions to a problem using higher order thinking skills, e.g., “If your father can’t collect you this afternoon you could...”				

PHONICS: 15 MIN X 5 DAYS A WEEK						
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	
Refer to the PHAST routine at the start of the lesson, especially if most of your learners are struggling with reading or do not yet know the 42 basic sounds. - This will help build a strong foundation in phonics before moving into reading or writing activities. Word building: These words are examples. Do weekly Phonic tests of the sounds, words and sentences taught. Daily Dictation: These exercises (sounds, words and sentences) inform your teaching. ✓ Are the learners coping? ✓ What do you need to do more of? Focus on developing fluency with letter sounds. Ensure that learners can quickly identify the 42 letter sounds and their alternative spelling patterns in preparation for Grade 4. Start each lesson with a brief phonics game or activity. Language Thursday: - Teach and practice new language concepts explicitly on Thursdays during the Phonics period. - Link the new	Focus: Revision of sounds Revision and consolidation of the sounds learners struggled with in the SBA. Revise letter sounds learners struggled with as identified in the T3 assessment. Ensure that learners can identify their long and short vowels fluently. *Refer to your daily dictation and practice fluency of letter sound identification with weaker learners during the intervention. The goal: 100% accuracy in spelling. Reminder: Use anchor charts to reteach spelling patterns and spelling rules to ensure accuracy in spelling.	Focus: Revision of sounds Long a: /ai/ <ey> they, <ei> vein, <eigh> eight “ai in the middle, ay at the end. a_e with magic e. For <ey>, and <ei>, it’s best to point out that these are often “rule breakers” that learners will come across less frequently, so they may need to memorize them as tricky words. Build to the vowel hand. Use anchor charts to hook learners with these rule breakers.	Focus: Revision of sounds <u>Homonyms</u> read, ring, bat, etc. Sounds the same but have different meanings (e.g., "ring" as in a wedding ring vs. "ring" as in a bell sound). Spelled the same but have different meanings (e.g., "bat" as in the animal vs. "bat" as in the object used in baseball). Provide a few examples. Have learners the sentences.	Focus: Revision of sounds <u>Suffixes:</u> -ful, -ment, -ness ful: means "full of" or "having." It turns nouns into adjectives. Example: hope → hopeful, thankful -ment: means "the action or result of something." It often turns verbs into nouns. <i>Example: enjoy → enjoyment (the result of enjoyment, movement, payment</i> <i>-ness: means "the state of being." It turns adjectives into nouns.</i> <i>Example: happy → happiness (the state of being happy)</i> <i>Other examples: kindness, sadness, weakness</i>	Focus: Revision of sounds <u>Syllables:</u> Open, closed, and silent- e An open syllable occurs when a vowel is at the end of the syllable, resulting in the long vowel sound. Open syllable words are open because they are not closed by a consonant. A closed syllable is a syllable that ends with a consonant. (It closes in the vowel). A vowel-consonant-e syllable is typically found at the end of a word. The final e is silent and makes the vowel before it a long vowel sound.	
	Word building	Word building	Word building	Word building	Word building	Word building
	Revision of previous sounds taught. Revise, reteach and reassess to fill gaps with a targeted group of learners.	they obey grey vein rein veil eight weight sleigh survey prey reign sleigh	pen ring band date rose left spring bark read fair saw match	beautiful faithful careful wonderful happiness kindness sadness darkness weakness politeness agreement enjoyment development	Complete (complete) - The syllable "plete" ends with a silent 'e'. Define (de-fine) - The syllable "fine" ends with a silent 'e', making the 'i' long. Hopeful (hope-ful) - The syllable "hope" ends with a silent 'e', making the 'o' long. pristine (pris-tine)	Create a list of words for the week. (Some examples: define complete pristine confine incomplete routine refine deplete dentine
	Tricky words: Choose five vocabulary words from Life Skills vocabulary or Read Aloud or Shared Reading to teach spelling.	Tricky words: Choose five vocabulary words from Life Skills vocabulary or Read Aloud or Shared Reading to teach spelling.	Tricky words Choose five vocabulary words from Life Skills vocabulary or Read Aloud or Shared Reading to teach spelling.	Tricky words Choose five vocabulary words from Life Skills vocabulary or Read Aloud or Shared Reading to teach spelling.	Tricky words Choose five vocabulary words from Life Skills vocabulary or Read Aloud or Shared Reading to teach spelling.	Tricky words Choose five vocabulary words from Life Skills vocabulary or Read Aloud or Shared Reading to teach spelling.
	Dictation	Dictation	Dictation	Dictation	Dictation	Dictation
Revise, reteach and reassess to fill gaps with a targeted group of learners.	The fox stalked its prey quietly through the tall grass. The kind queen began her reign with a promise to help all people! The children were excited to ride in a sleigh through the snowy forest.	At the fair, I saw a rose that matched the one on my band. I read about how the tree's bark changes with the seasons. Why did the teacher ask us to read a story about a colourful rose that was left on a date night?	Overcoming his weaknesses has been a real challenge, but he remains so determined! Wasn't the polite young man kind to hold the door open for the elderly woman? After much discussion, did they finally reach an agreement on the project?	Create sentences for dictation based on the syllable types covered.		

language to Shared Reading so learners see it in context. During Writing lessons, give learners opportunities to apply the new language in their own writing.	Week 6	Week 7	Week 8	Week 9	
	/sh/-<ti> lotion, fiction Rule: The <ti> spelling for the /sh/ sound appears in words with Latin roots, usually before vowels. It often occurs in multi-syllable words, especially in nouns and adjectives.	Rules of silent ‘e’ A silent final E makes the vowel before it say its long sound: make, bite, pole, cube. English words cannot end in the letters V or U, so E may be added: have, give, blue, clue. A silent final E makes a C say /s/ and the G say lj/: face, ice, huge, age. Every syllable must have a written vowel, so E is added when a syllable has just an L: little, turtle, waffle, google. A silent E keeps singular words that end in S from being mistaken as plural: moose, purse, goose, house. A silent E makes TH say its voiced sound: bath versus bathe, cloth versus clothe. E is added to help distinguish between similar words: by vs bye, or vs ore. English	/e/ as <ea> sweat - The <ea> spelling often makes a short sound like /e/ "sweat" and "head," the <e> makes a short /e/ sound rather than a long /ee/ sound.	During this week: Revise all content learnt this term. Continue to provide learners with daily blending and segmenting practice. Group Guided Reading lessons should continue every day. Update recordkeeping of learners’ reading abilities	Ensure that a handover takes place between Grade 3 and Grade 4.
	Word building	Word building	Word building	Word building	Word building
	lotion fiction motion nation station mention option action pollution application	cube have give blue clue face ice huge age little turtle Google moose purse bathe clothe vs cloth or vs ore by vs bye	bread head sweat leather dead breakfast headset weather thread instead	Revision	
	Tricky words: Choose five vocabulary words from Life Skills vocabulary or Read Aloud or Shared Reading to teach spelling.	Tricky words Choose five vocabulary words from Life Skills vocabulary or Read Aloud or Shared Reading to teach spelling.	Tricky words: Choose five vocabulary words from Life Skills vocabulary or Read Aloud or Shared Reading to teach spelling.	Tricky words: <u>Revise vocabulary</u> words taught during the term	

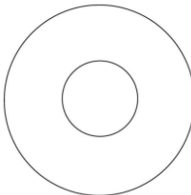
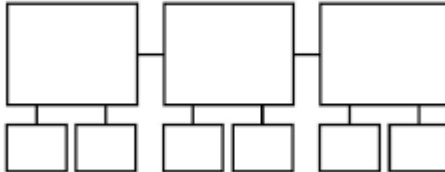
	Dictation	Dictation	Dictation	Dictation	
	The car's wheels were in constant motion as we drove down the busy city streets.	I didn't have a clue where I left my purse.	The freshly baked bread had a delicious aroma that filled the room!	Revision	
	Our nation is made up of people from all different backgrounds.	The little turtle hid its face when I tried to pick it up.	She ran her fingers through her hair, pushing the bangs away from her head.		
	The train station was crowded with passengers waiting to board their trains.	The huge moose walked across the frozen lake on the ice.	After a long workout, the athlete's forehead was covered in beads of sweat.		
	The teacher didn't mention the homework assignment, so I wasn't sure if it was due.	At what age will you start learning to bathe yourself?	Do you always make sure to eat a hearty breakfast to start your day off right?		
		Can you give me a blue Google to search for information?			

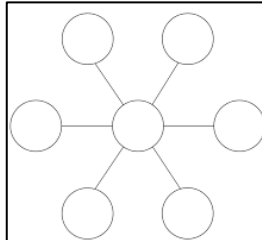
BIG BOOKS SHARED READING: 15 MIN X 4 DAYS A WEEK					
COMPREHENSION					
- Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading) - Uses visual cues to identify the purpose of advertisements and the intended audience - Reads book as a whole class with the teacher (shared reading) and discusses the sequence of events, setting and cause-effect relations - Uses the information from a graphical text, e.g. takes part in a walk around the school by following the directions on a map - Finds and uses sources of information such as community members, library books - Uses table of contents, index and page numbers to find information - Uses key words and headings to find information in non-fiction texts - Answers a range of higher order questions based on the passage read, e.g. How would you describe the behaviour of the troll? Whole class lesson using at least one text per week; a teacher-modelled process with the whole class. Learning focus (select from the following): ✓ Text features ✓ Language concepts, e.g. parts of speech ✓ Word recognition strategies ✓ Vocabulary ✓ Punctuation			Ask different levelled questions: Literal Inferential Evaluation Appreciative Incorporate these comprehension skills: ✓ Oral Reading Fluency ✓ Vocabulary ✓ Language Knowledge ✓ Background Knowledge ✓ Knowledge of Syntax ✓ Knowledge of texts ✓ Critical thinking		
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THEME	PLANTS/ EARTH- WHAT WE GET FROM THEM		DISASTERS		
Include the Comprehension Strategies: ✓ Prediction ✓ Activating background knowledge ✓ Visualising ✓ Inferencing ✓ Questions and answering ✓ Summarizing Teachers can use their own stories related to the theme. Include the skills for reading with meaning.	LINDI AND THE SWEET DISCOVERY 1.Prediction Prompt Show the title and ask: ▪ “What do you think this story will be about?” 2. Activating prior knowledge. 3. Visualising		DAILY KIDS’ NEWS BIG RAINSTORM FLOODS GREENHILL, FAMILIES STAY SAFE 1. Text feature discussion 2. Incorporate discussion prompts and make connections. 3. Summarizing		

	Week 6	Week 7	Week 8	Week 9
	ANIMALS THAT HELP US			
		WHICH DOG IS THE BEST? Compare Were there similarities in the dogs mentioned in the story? How do these dogs compare to dogs as our pets? Inferencing		

GROUP GUIDED READING	
1 hour for reading groups Monday – Thursday 30 mins on a Friday During GGR, reading (decoding) strategies are practised to enhance fluency and teacher gives feedback, ensures mastery and tracks learners. 5 min for WALL (walk, apparatus, look, listen) Read aloud from own book in a guided reading group with the teacher. The whole group reads the same story. Use structural analytical decoding skills: - Break down words into syllables - Ability to combine syllables - Recognise smaller words in bigger words Use context clues Use phonic knowledge and sight words during reading Read with fluency and intonation	- Reads both silently and out loud from own book in a guided reading group with the teacher, that is, the whole group reads the same story at the instructional level of the group - Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud - Monitors self when reading, both word recognition and comprehension - Reads with increasing fluency and expression <u>HOW TO USE THE GRADE THREE JOLLY PHONICS READERS:</u> Choose books based on learners’ knowledge of sounds and tricky words (use the list inside the front cover). Each group reads the same book 3–4 times to build fluency and confidence. Continue fluency drills (flashing sounds, words, phrases, or sentences). Top groups using Oxford Readers should continue – don’t move them backwards. Prioritise Group Guided Reading – it’s key for phonics practice and comprehension.

WRITING: 20 MIN X 3 DAYS A WEEK	
Incorporate pre-writing strategies to gather information and plan writing. ✓ Activate background knowledge ✓ Vocabulary ✓ Create a mind map/ writing frame Use the Shared writing activities to model the use of correct punctuation, spelling and grammar (tenses, plurals). Provide a writing frame to assist learners to write a story or a description and guide them through the steps of the writing process. Learners start their personal dictionaries. Writing process Plan, draft, write, edit, publish Day 1: Shared writing to model good writing. Day 2: Learners’ plan and draft own writing. Day 3: Learners edit and write a final draft – Teacher assists with editing	• Participates in a discussion to choose a topic to write about • Writes at least two paragraphs (ten or more sentences) on personal experiences such as daily news or a school event • Writes own story or a familiar story or another creative text of at least ten sentences • Keeps a diary for one week, noting the weather and one other piece of information • Write a simple book review • Writes and illustrates a story to contribute to a book for the class library • Uses correct grammar so that others can read and understand what has been written • Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas • Identifies and uses nouns, adjectives, verbs and adverbs correctly • Uses phonics knowledge and spelling rules to write unfamiliar words • Uses more complex tenses such as present and past progressive. For example, “He is reading a book.” “They were watching TV last night.” • Reads and edits own writing by correcting spelling, punctuation, etc. • Reads own writing to a friend or a group • Builds own word bank and personal dictionary using initial letter of words such as gate, happy, ink. <u>The Writing Process:</u> 1. Think- Identify the audience and purpose. Brainstorm the topic, gather information, and take notes. 2. Plan and Say - Organise ideas and use a planning guide. 3. Draw and Write - Follow the guide and translate ideas into sentences and paragraphs. 4. Edit and Revise - Review the content, proofread and rewrite. 5. Publish and Share - Read to class and display

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TIPS: Use writing activities to teach language elements. The correct use of these elements can be the teacher's marking focus for the activity. Adjust the number of sentences that you expect your learners to write according to their abilities. Allow weaker learners to write less and encourage your stronger learners to write more. • Uses pre-writing strategies to gather information and plan writing talks to a partner, creates a mind map, a planning frame • Writes a selection of short texts for different purposes such as recounts, dialogues • Writes about personal experiences in different forms such as a short newspaper article • Drafts, writes, edits and publishes own story of at least two paragraphs (at least 12 sentences) • Uses informational structures when writing such as experiments, recipes • Sequences information and puts it under headings • Uses apostrophes in contractions such as can't, Mary's • Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas • Uses conjunctions to form compound sentences	Holiday News • Write a recount of news events in a concise eight-sentence paragraph. Ask the learners to draw a picture/ snapshot of their winter school holidays. • Ask the learners to complete the circle map and write down key words from their holiday. • Link to Listening and Speaking: interview a partner for a purpose. Ask your partner a few questions on an event that they shared during holiday news. • Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas Circle Map  <table><tr><td>Weekend news checklist:</td><td>✓</td></tr><tr><td>I put my events in the correct order. I used past tense verbs correctly (went, played, saw).</td><td></td></tr><tr><td>I included at least 3 Descriptive adjectives.</td><td></td></tr><tr><td>I used at least 1 complex sentence (with who, because, when etc.).</td><td></td></tr><tr><td>I used time words (first, then, after that, finally).</td><td></td></tr><tr><td>I included interesting details about my weekend</td><td></td></tr></table>	Weekend news checklist:	✓	I put my events in the correct order. I used past tense verbs correctly (went, played, saw).		I included at least 3 Descriptive adjectives.		I used at least 1 complex sentence (with who, because, when etc.).		I used time words (first, then, after that, finally).		I included interesting details about my weekend		Link with Plants Discussion Writes a summary of how sugarcane is turned to sugar (refer to story: Lindi's Sweet Discovery. Learners can also list the things we can make using sugar. Learners can use a flow map of how to explain the process. • Uses pre-writing strategies to gather information and plan writing talks to a partner, creates a mind map, a planning frame • Encourage learners to sequence the events or processes. Use a flow map 	Narrative and expository writing: Link with the newspaper article Discuss what happened to the Smit family and why it was a natural disaster. Talk about the emergency tips shared and how they managed to get to safety. Learners will use the knowledge about natural disasters to write a short newspaper article about a disaster happening in their town. Learners will use the information from stories, Life Skills books and theme discussions. • Joins sentences using conjunctions such as ‘and’, ‘but’. • Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas DBE Life Skills pg. 42-43 Purpose: to tell a story, but also include information or discussion about a topic, e.g. Natural disasters.  (credit: Pinterest)		
	Weekend news checklist:	✓															
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I included interesting details about my weekend																	

• Uses phonics knowledge and spelling rules to write more difficult words • Builds own word bank and personal dictionary	LANGUAGE STRUCTURE FOCUS				
	• Uses terms such as subject, verb, object, question, statement, command, synonym, antonym, exclamation mark when discussing texts	• Synonyms and antonyms	• Prefixes and suffixes	• Apostrophes in contractions	• Punctuation (full stops, question marks, exclamation marks, inverted commas)
	Week 6	Week 7	Week 8	Week 9	
	ANIMALS THAT HELP US				
	Weekend News • Write a recount of news events in a concise eight-sentence paragraph. Ask the learners to draw a picture/ snapshot of their winter school holidays. • Link to Listening and Speaking: interview a partner for a purpose. Ask your partner a few questions on an event that they shared during holiday news. • Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas Descriptive and Creative writing Story must have a beginning, middle and end. Encourage learners to use a variety of vocabulary words, adjectives and adverbs in their creative stories. Learners will choose one of the animals that help us. Example a sheep or bee. Learners can write an imaginative story about the animal as the main character. https://youtu.be/A4YlpGQiD3w watch the short information clip to give the learners some ideas for their stories. DBE Life skills pg. 54		Persuasive writing Writes a letter to a friend/ relative telling them about the different types of dogs that help us. Learners can choose a guide dog, guard etc. Use the bubble map to add adjectives to describe the dogs.  An additional activity: Makes own books and contributes to class book collection		
	LANGUAGE STRUCTURE FOCUS				
• Conjunctions	Revise parts of speech	Revise tenses	Revision		

HANDWRITING: 15 MIN X 4 DAYS A WEEK

The general rule of writing is for the teacher to always set a good example regarding all work in the classroom during any lesson, on wall charts, flashcards, sum cards and reading cards. Approximately 15 minutes must be structured for Handwriting and must be done under the direct supervision of the teacher.

All the written work must be corrected while the lesson is in progress in a positive and constructive manner encouraging learners to write more neatly, eliminate errors and be more careful about their books. All exercises must be dated. Work done on loose sheets of paper must be stored in the portfolio of evidence showing progress. The use of the eraser should be kept to a minimum and be used by the teacher only. The correct material for teaching Handwriting must be used within the relevant stages of progression.

⇒ The developmental stages of writing:

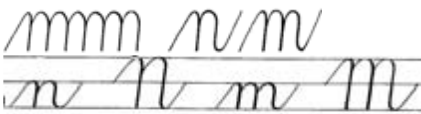
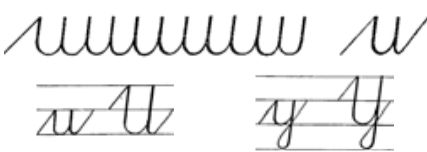
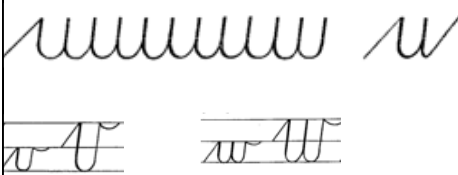
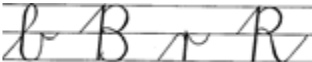
The aim of Handwriting in Grade 3 is to:

- Do preparatory exercises in basic cursive writing patterns
- Write letters and letter combinations in cursive
- Write words and sentences in cursive
- Write neatly and carefully

Term 1	Term 2	Term 3	Term 4
The aim of the first term : - Preparatory exercises in basic patterns for cursive writing - Write letters and letter combinations - Write the date	The aim of the second term: - Preparatory exercises in basic patterns for cursive writing - Write letters and letter combinations (cursive) - Write cursive patterns and letter between the lines	The aim of the third term: - Exercises in basic patterns for cursive writing - Write letters and letter combinations - Write cursive patterns, letters and words between the lines - Give attention to difficult aspects of cursive writing - Capital letters - Write short sentences.	The aim of the fourth term: - Write cursive patterns, letters and words between the lines - Give special attention to difficult aspects of cursive writing - Capital letters - Write short sentences using capital letters - Practice letters with difficult links

Apparatus:

- HB pencils
- Writing books with 8.5mm ruling

Handwriting Formal Lessons three times a week of 15 minutes. Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing • Uses the joined script or cursive writing for all written recording • Experiments with using a pen for writing • Writes neatly and legibly with confidence and speed in a joined script or cursive writing	Week 1	Week 2	Week 3	Week 4	Week 5
	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:
	Revise previous letters that the learners struggled with. • Focus on activities that increase the writing speed whilst maintaining neatness and legibility. • Include activities that require children to transpose from print to the joined script or cursive writing. • Copies written text from the board, textbooks, work cards correctly, paying attention to correct letter formation and spacing. • Uses the joined script or cursive writing for all written recording. • Writes neatly and legibly with confidence and speed in a joined script or cursive writing.	 Write words or short sentences in cursive and include some of the phonics words.	 Write words or short sentences in cursive and include some of the phonics words.	 Write words or short sentences in cursive and include some of the phonics words.	 Write words or short sentences in cursive and include some of the phonics words.

	Week 6	Week 7	Week 8	Week 9	
	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:	
	 Write words or short sentences in cursive and include some of the phonics words.	 Write words or short sentences in cursive and include some of the phonics words.	Revise letters that the learners struggled to form. Encourage learners to write short sentences in cursive.	Revision	