



FOUNDATION PHASE

LANGUAGE IMPROVEMENT STRATEGIES FOR ENGLISH FIRST ADDITIONAL LANGUAGE Term 3 Week 2



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 at 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) Use units of measurement to make these uncountable nouns countable	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	15min	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 (Post Read)	15 min	Greeting Sight words Vocabulary words Question of the day Song / Rhyme	15 min
Phonics play, say, may, stay, pay, pray, way, clay, tray, today	/ay/ Introduce the sound and words	5min			/ay/ Segmenting and Blending	5min			/ay/ Wordfind	
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 W2 Worksheet 1		T3 W2 Worksheet 2		T3 W2 Worksheet 3		DBE Workbook page		T3 W2 Worksheet 4	
Creative writing			Shared writing-graph	30 min			Independent writing – interpretation of a graph	30 min	Spelling test & dictation	10min
Language Use									Make uncountables, countable	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 day learners, how are you? Today you are going to pretend you are greeting your granny, turn to the friend next to you and take turns to greet each other as if you are speaking to your granny.” Give learners 1 minute

2. Question of the day Who do you think is the most compassionate person and why?

3a. Theme vocabulary: compassionate, invite, thankful

3b. Sight words: through, said, have, with

4. Song and Rhyme:

Any song / rhyme which embraces the theme or use the following rhyme:

Be kind to others
In good times and in bad
Be kind to others
Try even when you're mad!
Reach out to others
Show them that you care
Reach out to others
You have love to share

BE
KIND

**PHONICS 5min**

-ay-

Phonic words: play, say, may, stay, pay, pray, way, clay, tray, today

INTRODUCE THE SOUND AND WORDS

- Say the sound and hold up the flashcard /-ay/** for learners to see.
- Say the sound and instruct **learners to repeat the sound. 2x**
- Explain that when we see two vowels together, the first sound uses its “big sound”. The second sound is silent. (see poster in resources)
- The **teacher paste the picture with the phonic word flashcard**, while repeating the phonic words
- Use onset rime to emphasise the new sound:

pl – ay	s – ay
m – ay	st – ay
p – ay	pr – ay
w – ay	cl – ay
tr – ay	tod - ay
- Allow learners to read the phonic words, give learners a chance at random.

*** Teacher can use the word family shift to do number 5 and 6 (see resource pack)**

**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 W2 Worksheet 1 (*Match the phonic word with its shape and picture and unscramble the sentences*)

Paired/Independent Reading

Read work done in Worksheet 2 to partner

Make corrections for friend (peer assessment)

RESOURCES (see Resource pack)

- Rhyme/Song (page 2)
- Flashcards : Theme vocabulary & Sight words (pages 3-8)
- Phonic flashcards of words and pictures (pages 9-19)
- Word family shift (pages 16-19)
- GGR group at teachers's table (pages 38-45)
- T3 W2 Worksheet 1 -GGR: Rest of the class) (pages 46-47)
- Learners' Classwork book

ENRICHMENT/INTERVENTION

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



TUESDAY: DAY 2

LISTENING AND SPEAKING 15min

1. Greeting: “Good morning grade 3s, how are you feeling today?” Allow individual learners to answer.

2. Question of the day How do you think Thomas feels when Khumo invites him to play? (thankful / happy / included)

3a. Theme vocabulary: sibling, stranger, proud

4. According to current Theme : “COMPASSION”

Shared Reading- Read story with the theme “Compassion”

Or use this example: Big Book: Khumo’s new friend (15min)

Second Reading

Comprehension Strategy : **Make connections**

Learners connect the story to their own lives, and realise that stories are about experiences of people in the real world!

- How does it remind you of your life?
- Tell me about a time when something similar happened to you?
- Which other character does this remind you of?

NB : It is important that the learner knows if their answer was incorrect, and that they hear the correct answer.

WRITING 30min

Shared writing: Using information to complete a graph:

1. Revise the theme – compassion.
2. Ask the class how do they like to show compassion to others. Give the following options (write it on the board)

by sharing = by caring=

by helping = by smiling=

3. Now ask them to rise their hand to indicate which option they would use.

4. Write down the numbers of learners who chose which option. Each learner can only pick one option.

5. Count how many learners choose which option.

6. **Handout the empty bar graph worksheet to the learners and each learner must give an example.**

7. As the learner gives an example the teacher rubs out the learner’s name and replace it with the example given. (This will form part of planning and creating a list from which they will start writing on Thursday)

** Remember to colour from the bottom up*

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 W2 Worksheet 2 (Word search)

Paired/Independent Reading

Read a book from the class library

RESOURCES (see Resource pack)

1. Flashcards : Theme vocabulary & Sight words (pages 3-8)
2. Phonic flashcards of words and pictures (pages 9-19)
3. Shared Reading-Big Book story (pages 20-33)
4. GGR group at teacher’s table (pages 38-45)
5. Writing (pages 34-36)
6. T3 W2 Worksheet 2 -GGR: Rest of the class) (page 48)
7. Memo of words for the Word find worksheet (page 49)
8. Learners’ Classwork book

ENRICHMENT/INTERVENTION

- **Intervention:** Allow peer assistance to assist with graph.
- **Enrichment:** Allow learner to assist and explain the



WEDNESDAY: DAY 3

LISTENING AND SPEAKING 10min

1. Greeting: “Good morning learners, please turn to the friend behind you and greet them as if it is night time”

2. Question of the day Who do you think you should show compassion to? (siblings / classmates / strangers)

3a. Theme vocabulary: treat, agreed, least

3b. Sight words: thought, everything, know, eat

4. Song and Rhyme:

Any song / rhyme which embraces the theme or use the following rhyme:

Be kind to others
In good times and in bad
Be kind to others
Try even when you're mad!
Reach out to others
Show them that you care
Reach out to others
You have love to share

BE
KIND

**PHONICS 5min**

Phonic words: play, say, may, stay, pay,
pray, way, clay, tray, today

SEGMENTING AND BLENDING

1. Teacher say a phonic word, for example: play
 - a. Ask the learners: What is the **first sound** in the word? /p/
 - b. Ask the learners: What is the **middle sound** in the word? /l/
 - c. Ask the learners: What is the **last sound** in the word? /ay/
 - d. Ask the learners to segment the word into each individual sound:
 - e. /p/-/l/-/ay/ and write the word on the chalkboard for the learners while they segment the word
2. Learners write the numbers 1-10 in their classwork books
(learners may have loose cards to pack the segmenting at their desks and copy from the word on their table)
3. Teacher repeat 1a-e and learners and after each word they copy that word in their classwork books

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 W2 Worksheet 3 (Replace the picture with a phonic word to complete the sentence)

Paired/Independent Reading

Read work done in Worksheet 3 to partner

RESOURCES (see Resource pack)

1. Song/Rhyme with the theme “Compassion” (page 2)
2. Loose letter cards for learners to pack the segmenting and blending at their tables (pages 16-19)
3. GGR group at teacher's table (pages 38-45)
4. T3 W2 Worksheet 3 (GGR: Rest of the class) (page 50)
5. Learners' Classwork book

ENRICHMENT/INTERVENTION

- **Intervention:** Allow learners to break up words using onset rime with the sound cards.
- **Enrichment:** Allow learners to construct phonic sentences after completing the GGR worksheet.



THURSDAY: DAY 4

LISTENING AND SPEAKING 15min

1. **Greeting** Teacher: "Good morning Gr 3 learners, how are you feeling today?" Allow a specific group to answer.

2. **Question of the day** Who do you think you should show compassion to? (siblings/classmates / strangers)

3a. **Theme vocabulary** : most, deserve, decide

4. **According to current Theme :**
"COMPASSION"

Shared Reading - Read a story with the theme "Compassion"

Or use this example: Big Book: Khumo's new friend (15min)

Post Read - Recount

Comprehension Strategy : **Summarise**

To summarise a story's main points is the best way to check their understanding.

What happened in the beginning, middle and end of the story?

**WRITING 30min****Independent writing:****Gathering information from a graph:**

1. Remind learners about the bar graph the class completed on Tuesday.
2. Learners open their book at the graph; and revise the information.
3. Hand out the questions worksheet on the graph.
4. Go through the questions and allow learners to answer orally, explaining where and how they found the answers.

1. What is the most popular way to show compassion?
2. What is the least popular way to show compassion?
3. How many learners choose to show compassion by sharing?
4. Which option did you choose?
5. Do you think it is important to show compassion? Why do you think so?

5. Learners use their answers and the attributes they have written for the graph as a guide to write two sentences from each column.

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 4 Level 4 (Read paragraph)

(b) Rest of the class do: DBE Book 2 page 5

Paired/Independent Reading

Read a book from the class library

RESOURCES (see Resource pack)

1. Flashcards : Theme vocabulary & Sight words (pages 3-8)
2. Phonic flashcards of words and pictures (pages 9-19)
3. Shared Reading-Big Book story (pages 20-33)
4. GGR group at teacher's table (pages 38-45)
5. Writing (page 37)
6. GGR: Rest of the class-DBE Workbook 2 page 5 (page 51)
7. Learners' Classwork book

ENRICHMENT/INTERVENTION

- Allow peer assistance when answering the questions.



FRIDAY: DAY 5

LISTENING AND SPEAKING 15min

1. **Greeting** Act like it is in the afternoon. "Good afternoon learners" Allow learners to respond as a group.

2. **Question of the day** : Who do you think shows you the most compassion? (my friends, my family, my teacher)

3a. **Theme vocabulary**: compassionate, invite, thankful, sibling, stranger, proud, treat, agreed, least, most, deserve, decide

3b. **Sight words**: through, said, have, with, thought, everything, know, eat

4. **Song and Rhyme:** ▲

Any song / rhyme which embraces the theme or use the following rhyme:

Be kind to others
In good times and in bad
Be kind to others
Try even when you're mad!
Reach out to others
Show them that you care
Reach out to others
You have love to share

**PHONICS 5min****-ay-**

Phonic words: play, say, may, stay, pay, pray, way, clay, tray, today

WORD FIND

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

2. Review all the sounds and blends on the chalkboard.

3. Show learners how to make a word using the grid

4. Remind them to use the target sound /-ay/

5. Learners write the heading in their Classwork book: **-ay-words**

6. Give learners 3 minutes to find and build as many words as they can.

7. Allow learners to correct their work after writing possible words on the chalkboard after the learners finished their words.

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 W2 Worksheet 4 (Circle phonic words in decodable text and decode them in classwork book)

Paired/Independent Reading

When finish with work let your friend check if decoding was done correctly (peer assessment)

LANGUAGE USE Uncountable nouns: Units of measurement

Use units of measurement to make these uncountable nouns countable E.g. two cups of flour.

SPELLING TEST & DICTATION

Words: play, say, may, stay, pay, pray, way, clay, tray, today

Dictation: When we **play**, my mom likes to **say** that she likes to **pray** that we **stay** safe **today**.

RESOURCES

1. T3 W2 Worksheet 4 (GGR: Rest of the class) (page 52)
2. Wordfind (page 20)
3. Making uncountable, countable (pages 53-55)
4. Learners' Classwork book