

LISTENING AND SPEAKING: 15 MIN X 4 DAYS A WEEK					
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	ALL ABOUT ME		FEELINGS		HEALTH PROTECTION
Listening	• Listens to stories and identifies the main characters, idea and details – make use of the stories used for Shared Reading and other texts that match the themes • Listens for the main ideas and details in stories and answers higher order questions • Shows respect for the speaker by listening without interrupting and waits for their turn to respond or comment • Listens to a sequence of complex instructions and responds appropriately • Asks questions for clarification and comments on what was heard				
Speaking	• Talks about personal experiences • Uses appropriate language and register when speaking to friends and adults • Expresses feelings about a text and gives reasons, e.g. I found it funny when the frog couldn't remember why he was angry because the whole story was about how angry he was. • Asks questions for clarity and comments on what was heard				
Term 1	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	HEALTH PROTECTION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES	
Listening	• Listens to stories and identifies the main characters, idea and details – make use of the stories used for Shared Reading and other texts that match the themes • Listens for the main ideas and details in stories and answers higher order questions • Shows respect for the speaker by listening without interrupting and waits for their turn to respond or comment • Listens to a sequence of complex instructions and responds appropriately • Asks questions for clarification and comments on what was heard				
Speaking	• Participates in discussions, asks questions and shows sensitivity for the feelings of others • Uses appropriate language and register when speaking to friends and adults • Answers questions and gives reasons for the answers, e.g. Yes, I think... • Asks questions for clarity and comments on what was heard • Talks about personal experiences				

PHONICS: 15 MIN X 5 DAYS A WEEK					
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5
Refer to the scope and sequence	BASELINE	Split diagraphs <a-e> , <e-e> , <i-e> , <o-e> , <u-e>	Long and short vowels /a/ , /ai/ , <ay> , <a-e> , <y>	Long and short vowels /e/ , /ee/ , <ea> , <e-e> , <e> as in me	Long and short vowels /i/ , /ie/ , <y> as in my , <i-e> , <igh>
	Week 6	Week 7	Week 8	Week 9	Week 10
	Long and short vowels /o/ , /oa/ , <ow> , <o-e> , <o> as in so	Long and short vowels /u/ , /ue/ , <ew> , <u-e>	Suffixes -ed (t, d, ed)	Shy /i/ and toughy /y/ /ai/ , <ay> , /oi/ , <oy>	/oo/ Long and short

SHARED READING: 15 MIN X 4 DAYS A WEEK					
COMPREHENSION					
• Uses visual cues to talk about a graphical text, e.g. looks at a photograph, and discusses what it is about, where it was taken etc. • Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher • Reads a book as a whole class with the teacher and describes the main idea and main characters • Reads instructions in the classroom • Reads different poems around a topic and discusses the form and meaning. • Answers higher order questions before, during and after reading a shared text. 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: Bloom’s Taxonomy: • Remember • Understand • Apply • Analyse • Evaluate • Create Incorporate these comprehension skills: - Oral Reading Fluency - Vocabulary - Language Knowledge - Background Knowledge - Knowledge of Syntax - Knowledge of texts - Critical thinking		
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	ALL ABOUT ME		FEELINGS		HEALTH PROTECTION
	Story: Jack’s birthday https://wcedportal.co.za/eresource/183051		Story: Furious Frog Reading for Meaning Refer to the Ten-Day Cycle		Story: Brave Reading for Meaning Refer to the Ten-Day Cycle
	Week 6	Week 7	Week 8	Week 9	Week 10
	HEALTH PROTECTION		KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES
	Story: Brave Reading for Meaning Refer to the Ten-Day Cycle		Story: Sam’s Lesson Reading for Meaning Refer to the Ten-Day Cycle		Story: Every adventure tells a story https://wcedportal.co.za/eresource/194181

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

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.			• Writes words to form sentences using capital letters, full stops, questions marks, commas, exclamation marks, and inverted commas. • Uses phonics knowledge and spelling rules to write unfamiliar words. • Uses past, present and future tense • Use subject-verb agreement correctly • Builds own word bank and personal dictionary • Do word building activities		
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					
Term 1	Week 1	Week 2	Week 3	Week 4	Week 5
THEME	ALL ABOUT ME		FEELINGS		HEALTH PROTECTION
TIPS: Use the 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.	Shared Writing: Teacher models how to write six to eight sentences structured into two paragraphs about herself/himself.	Shared Writing: Teacher models how to create a timeline of one’s life. Choose eight events and write a sentence/caption for each event.	Shared Writing: Teacher models how to retell an event and express feelings about it. Choose an event when someone showed kindness towards you and express how you felt about it.	Shared Writing: Teacher models how to retell a story by writing the beginning of the story, Furious Frog.	Shared Writing: Teacher models how to write a recipe for a fruit salad.
	Independent Writing: Learners write six to eight sentences structured into two paragraphs about themselves. They follow the plan, draft, write, edit and publish process with the guidance of the teacher.	Independent Writing: Learners draw or bring photos from home depicting eight events in their lives. They put the pictures in order and write a sentence/caption for each event.	Independent Writing: Learners recall and retell an event when someone was kind to them and express how they felt about it.	Independent Writing: Learners retell the middle and end of the story, Furious Frog, in about eight sentences.	Independent Writing: Learners write their own recipe of how to make a fruit salad.
	TIP: Have learners complete an All About Me activity page first so that they can use it to help them think of sentences. These activities can be found on any school resource website such as Twinkl.			TIP: As an extension, you could have learners create their own alternative ending to the story.	TIP: Have your learners make the fruit salad in class and then do the writing activity.
	LANGUAGE STRUCTURE FOCUS				
	Common nouns and proper nouns	Common nouns and proper nouns	Regular verbs	Fragments and sentences	Types of sentences: Statements Punctuation: Capital letters and full stops
	Week 6	Week 7	Week 8	Week 9	Week 10
	HEALTH PROTECTION	KEEPING MY BODY SAFE		RIGHTS AND RESPONSIBILITIES	
	Pit stop to wrap up any Writing activities	Shared Writing: Teacher models how to write an information text about treating burns.	Shared Writing: Teacher models how to write the beginning of a creative story about keeping yourself safe.	Shared Writing: Teacher models how to retell a story by writing the beginning of the story, Every adventure tells a story.	Shared Writing: Teacher models how to write an information text about rights and responsibilities. Choose a picture on page 31 of the Life Skills DBE book and write about a scenario that depicts that responsibility.
		Independent Writing: Learners write an information text about how to treat nose bleeds and treating cuts. They structure the text into two paragraphs with four sentences in each paragraph.	Independent Writing: Learners continue the story that the teacher has started by writing the middle and end of the story about keeping themselves safe.	Independent Writing: Learners retell the middle and end of the story, Every adventure tells a story, in about eight sentences.	Independent Writing: Learners write an information text about rights and responsibilities. Learners choose two or three pictures on page 31 of the Life Skills DBE book and describe scenarios that depict the responsibilities. They should write about three sentences for each scenario.
		TIP: Work through pages 18-21 of the Life Skills DBE book before doing this Writing activity.	TIP: Use the pictures on page 24 of the Life Skills DBE book to create they story. Learners can write two sentences per picture, including the last picture.	TIP: As an extension, you could have learners create their own alternative ending to the story.	

LANGUAGE STRUCTURE FOCUS					
	Types of sentences: Questions, commands & exclamatory Punctuation: Question marks & exclamation marks	Personal pronouns Conjunctions: so, because,	Conjugating verbs: Simple past tense (I cooked, she played, they wanted)	Conjugating verbs: Simple present tense (I run, she runs, they run)	Alphabetical order and dictionary skills

HANDWRITING: 15 MIN X 4 DAYS A WEEK

The general rule of writing is for the teacher to always set a good example with regard to 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:

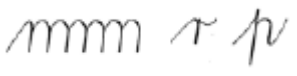
The aim of Handwriting in Grade 3 is to:

- 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

Apparatus:

- HB pencils
- Writing books with 8.5mm ruling

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

	Week 1	Week 2	Week 3	Week 4	Week 5
	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:
					
	Week 6	Week 7	Week 8	Week 9	Week 10
	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:	Pattern & Letters:
					