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ABOUT THE PLANNER AND TRACKER

The curriculum and assessment planner and tracker is a tool to support you as a teacher. It provides a plan of what should be taught each day of the term. The plan for Home Language in the Foundation Phase is linked to the daily lesson plans. By following the programme in the tracker and the lesson plans, you will be sure to cover the curriculum in the allocated time, and to complete the formal assessment programme. By noting the date when each lesson is completed you can see whether or not you are 'on track'. If you are not, you can strategise with your head of department and peers on ways to make up time to ensure that all the work for the term is completed. In addition, the tracker encourages you to reflect on what works well in your lessons, and where your work could be strengthened. These reflections can be shared with colleagues. In this way, the tracker encourages continuous improvement in practice. This tracker must be kept and filed at the end of the term.

The following components are provided in the tracker table:

- Week in the term
- Lesson plan page numbers
- Days of the week
- CAPS content and skills for each day
- Date completed (this must be filled in each day)

Weekly reflection

The tracker gives you space to reflect on your Home Language lessons on a weekly basis. You can share this reflection with your HOD and discuss things that worked or did not go so well in your lessons. Together with your HOD you can think of ways of improving on the daily work that the learners in your class are doing. When you reflect you could think about such things as:

- Was your preparation for the lesson adequate? For instance, did you have all the necessary resources? Had you thought through the content so that you understood it fully and so could teach it effectively?
- Did the purpose of the lesson succeed? For instance, did the learners reach a good understanding of the key concepts for the day? Could they use the language expected from them? Could they write what was expected from them?
- Did the learners cope with the work set for the day? For instance, did they finish the classwork? Was their classwork done adequately? Did you assign homework?

Briefly write down your reflection weekly, following the prompts in the tracker:

- *What went well?*
- *What did not go well?*
- *What did the learners find difficult or easy to understand or do?*
- *What will you do to support or extend learners?*
- *Did you complete all the work set for the week?*
- *If not, how will you get back on track?*
- *What will you change for next time? Why?*

The reflection should be based on the daily lessons you have taught each week. It will provide you with a record for the next time you implement the same lesson. It also forms the basis for collegial conversations with your head of department and your peers.

FORMAL ASSESSMENT TERM PLAN

| Week | Activity | Assessment |
|------|--|---|
| 3 | Tuesday Activity 3 | Writing & Presenting: <ul style="list-style-type: none"> Set up their own personal dictionaries |
| 3-4 | Thursday & Friday Activity 3 | Listening & Speaking: <ul style="list-style-type: none"> Talks about a personal experience. Tells news expressing feelings and opinions |
| 3 | Friday Activity 1 | Phonics & Reading: <ul style="list-style-type: none"> Spelling Test |
| 4 | Tuesday Activity 3 | Writing & Presenting: <ul style="list-style-type: none"> Contributes ideas and words for shared writing Use past, present and future tenses correctly Listen to other learners' ideas |
| 4 | Friday Activity 1 | Phonics & Reading: <ul style="list-style-type: none"> Spelling Test |
| 5 | Tuesday Activity 3 | Writing & Presenting: <ul style="list-style-type: none"> Talk to a partner to begin planning their writing Ask questions to help define the writing task Describe an incident |
| 5-6 | Thursday & Friday Activity 3 | Listening & Speaking: <ul style="list-style-type: none"> Listens for main idea and details in story. Answers higher order questions |
| 5 | Friday Activity 1 | Phonics & Reading: <ul style="list-style-type: none"> Spelling Test |
| 6 | Monday – Wednesday Activity 5 | Shared Reading (TASK 1): DBE Workbook 1, Pg 30, Title: Mueni muñwevho tshikoloni tshashu |
| 6 | Tuesday Activity 3 | Writing & Presenting: <ul style="list-style-type: none"> Read what they have written Use past tense correctly Use full stops, question marks, commas, and exclamation marks |
| 6 | Friday Activity 1 | Phonics & Reading: <ul style="list-style-type: none"> Spelling Test |
| 7 | Monday – Friday Activity 2 Activity 4 | Phonics & Reading (TASK 1): <ul style="list-style-type: none"> Complete the Group Guide Reading Assessment |
| 7 | Tuesday Activity 3 | Writing & Presenting: <ul style="list-style-type: none"> Contributes ideas and words for shared writing Use subject-verb agreement correctly Listen to other learners' ideas |
| 7-8 | Thursday & Friday Activity 3 | Listening & Speaking: <ul style="list-style-type: none"> Express feelings about a text and give reasons |
| 7 | Friday Activity 1 | Phonics & Reading: <ul style="list-style-type: none"> Spelling Test |
| 8 | Tuesday Activity 3 | Writing & Presenting: <ul style="list-style-type: none"> Write at least eight sentences Write instructions to a friend Use phonic knowledge to write unfamiliar words Use a personal dictionary |

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| 8 | Monday / Wednesday | Activity 3 | Writing & Presenting (TASK 1): <ul style="list-style-type: none"> • Complete the Handwriting Assessment |
| 8 | Friday | Activity 1 | Phonics & Reading: <ul style="list-style-type: none"> • Spelling Test |
| 9 | Tuesday | Activity 3 | Writing & Presenting: <ul style="list-style-type: none"> • Read what they have written • Use subject-verb agreement correctly • Use full stops, question marks, commas, and exclamation marks |
| 9-10 | Thursday & Friday | Activity 3 | Listening & Speaking: <ul style="list-style-type: none"> • Listens to a complex sequence of instructions (at least four) and responds appropriately. |
| 9 | Friday | Activity 1 | Phonics & Reading: <ul style="list-style-type: none"> • Spelling Test |
| 10 | Tuesday | Activity 3 | Writing & Presenting: <ul style="list-style-type: none"> • Talk to a partner to begin planning their writing • Ask questions to help define the writing task • Write about an experiment |
| 10 | Friday | Activity 1 | Phonics & Reading: <ul style="list-style-type: none"> • Spelling Test |
| 11 | Tuesday | Activity 3 | Writing & Presenting: <ul style="list-style-type: none"> • Read what they have written • Use past tense correctly • Use full stops, question marks, commas, and exclamation marks |
| 11 | Thursday & Friday | Activity 3 | Listening & Speaking: <ul style="list-style-type: none"> • Learners take part in songs, rhymes or games |
| 11 | Friday | Activity 1 | Phonics & Reading: <ul style="list-style-type: none"> • Spelling Test |

PLANNER AND TRACKER

| Week 3 | | | | |
|-----------|--------------------------------|---|--|----------------|
| Day | CAPS content, concepts, skills | | | Date completed |
| Monday | Activity 1: | Phonics & Reading: • Phonics | ny | |
| | Activity 2: | Phonics & Reading: • Group Guided Reading | Group 1 | |
| | Activity 3: | Writing & Presenting: • Handwriting | ny | |
| | Activity 4: | Phonics & Reading: • Group Guided Reading | Group 2 | |
| | Activity 5: | Phonics & Reading: • Shared Reading (DBE) | DBE Workbook 1 Title: Mugudisi vho bebwa namusi. Page 6 | |
| Tuesday | Activity 1: | Phonics & Reading: • Phonics | ny DBE Workbook 1 Page 45, 53 | |
| | Activity 2: | Phonics & Reading: • Group Guided Reading | Group 3 | |
| | Activity 3: | Writing & Presenting: • Learners will set up their own personal dictionaries. | | |
| | Activity 4: | Phonics & Reading: • Group Guided Reading | Group 4 | |
| | Activity 5: | Phonics & Reading: • Shared Reading (DBE) | DBE Workbook 1 Title: Mugudisi vho bebwa namusi. Page 6 | |
| Wednesday | Activity 1: | Phonics & Reading: • Phonics | ny | |
| | Activity 2: | Phonics & Reading: • Group Guided Reading | Group 5 | |
| | Activity 3: | Writing & Presenting: • Handwriting | ny DBE Workbook 1 Page N/A | |
| | Activity 4: | Phonics & Reading: • Group Guided Reading | Group 6 | |
| | Activity 5: | Phonics & Reading: • Shared Reading (DBE) | DBE Workbook 1 Title: Mugudisi vho bebwa namusi. Page 6 | |

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| Thursday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | ny | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 7 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> Learners will add a word to their personal dictionaries. | | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 8 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Talks about a personal experience. Tells news expressing feelings and opinions. | | |
| Friday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | Spelling Test | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 9 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> DBE Activity | DBE Workbook 1 Page 7, 8, 9 | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 10 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Talks about a personal experience. Tells news expressing feelings and opinions. | | |
| | Activity 6: | Phonics & Reading: <ul style="list-style-type: none"> Shared Reading (DBE) | DBE Workbook 1 Title: Mugudisi vho bebwa namusi. Page 6 | |

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track?

What will you change next time? Why?

Notes:

HOD:

Date:

Week 4

| Day | CAPS content, concepts, skills | | Date completed |
|-----------|--------------------------------|---|---|
| Monday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> • Phonics | tzh |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 1 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> • Handwriting | tzh DBE Workbook 1 Page N/A |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 2 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> • Shared Reading (DBE) | DBE Workbook 1 Title: Shede ya tshikolo i khou swa. Page 18 |
| Tuesday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> • Phonics | tzh DBE Workbook 1 Page 82, 84, 85 |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 3 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> • Contributes ideas and words for shared writing • Use past, present and future tenses correctly • Listen to other learners' ideas | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 4 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> • Shared Reading (DBE) | DBE Workbook 1 Title: Shede ya tshikolo i khou swa. Page 18 |
| Wednesday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> • Phonics | tzh |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 5 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> • Handwriting | tzh |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 6 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> • Shared Reading (DBE) | DBE Workbook 1 Title: Shede ya tshikolo i khou swa. Page 18 |

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|----------|-------------|--|---|--|
| Thursday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | tzh | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 7 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> Use past, present and future tenses correctly Choose a topic to write about Draw a picture and write sentences to show understanding of a story | | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 8 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Talks about a personal experience. Tells news expressing feelings and opinions. | | |
| Friday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | Spelling Test | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 9 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> DBE Activity | DBE Workbook 1 Page 11, 12, 13 | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 10 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Talks about a personal experience. Tells news expressing feelings and opinions. | | |
| | Activity 6: | Phonics & Reading: <ul style="list-style-type: none"> Shared Reading (DBE) | DBE Workbook 1 Title: Shede ya tshikolo i khou swa. Page 18 | |

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track?

What will you change next time? Why?

Notes:

HOD:

Date:

Week 5

| Day | CAPS content, concepts, skills | | Date completed |
|-----------|--------------------------------|---|---|
| Monday | Activity 1: | Phonics & Reading: • Phonics | nz |
| | Activity 2: | Phonics & Reading: • Group Guided Reading | Group 1 |
| | Activity 3: | Writing & Presenting: • Handwriting | nz |
| | Activity 4: | Phonics & Reading: • Group Guided Reading | Group 2 |
| | Activity 5: | Phonics & Reading: • Shared Reading (DBE) | DBE Workbook 1 Title Zwithu zwine ra zwi funesa. Page 26 |
| Tuesday | Activity 1: | Phonics & Reading: • Phonics | nz |
| | Activity 2: | Phonics & Reading: • Group Guided Reading | Group 3 |
| | Activity 3: | Writing & Presenting: • Talk to a partner to begin planning their writing • Ask questions to help define the writing task • Describe an incident | |
| | Activity 4: | Phonics & Reading: • Group Guided Reading | Group 4 |
| | Activity 5: | Phonics & Reading: • Shared Reading (DBE) | DBE Workbook 1 Title Zwithu zwine ra zwi funesa. Page 26 |
| Wednesday | Activity 1: | Phonics & Reading: • Phonics | nz |
| | Activity 2: | Phonics & Reading: • Group Guided Reading | Group 5 |
| | Activity 3: | Writing & Presenting: • Handwriting | nz |
| | Activity 4: | Phonics & Reading: • Group Guided Reading | Group 6 |
| | Activity 5: | Phonics & Reading: • Shared Reading (DBE) | DBE Workbook 1 Title Zwithu zwine ra zwi funesa. Page 26 |

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| Thursday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | nz | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 7 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> Write at least one paragraph of eight sentences Describe an incident | | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 8 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Listens for main idea and details in story. Answers higher order questions. | | |
| Friday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | Spelling Test | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 9 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> DBE Activity | DBE Workbook 1 Page 15, 16, 17 | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 10 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Listens for main idea and details in story. Answers higher order questions. | | |
| | Activity 6: | Phonics & Reading: <ul style="list-style-type: none"> Shared Reading (DBE) | DBE Workbook 1 Title Zwithu zwine ra zwi funesa. Page 26 | |

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track?

What will you change next time? Why?

Notes:

HOD:

Date:

Week 6

| Day | CAPS content, concepts, skills | | Date completed |
|-----------|--------------------------------|---|--|
| Monday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | nk |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 1 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> Handwriting | nk |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 2 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> Shared Reading (DBE) | DBE Workbook 1 Title: Mueni muñwevho tshikoloni tshashu. Page 30 |
| Tuesday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | nk DBE Workbook 1 Page 90, 91, 92 |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 3 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> Read what they have written Use past tense correctly Use full stops, question marks, commas, and exclamation marks | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 4 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> Shared Reading (DBE) | DBE Workbook 1 Title: Mueni muñwevho tshikoloni tshashu. Page 30 |
| Wednesday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | nk |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 5 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> Handwriting | nk |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 6 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> Shared Reading (DBE) | DBE Workbook 1 Title: Mueni muñwevho tshikoloni tshashu. Page 30 |

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|----------|-------------|---|--|--|
| Thursday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | nk | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 7 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> Write and illustrate eight sentences on a topic to contribute to a book for the class library. | | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 8 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Listens for main idea and details in story. Answers higher order questions. | | |
| Friday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | Spelling Test | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 9 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> DBE Activity | DBE Workbook 1 Page 19, 20, 21 | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 10 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Listens for main idea and details in story. Answers higher order questions. | | |
| | Activity 6: | Phonics & Reading: <ul style="list-style-type: none"> Shared Reading (DBE) | DBE Workbook 1 Title: Mueni muñwevho tshikoloni tshashu. Page 30 | |

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track?

What will you change next time? Why?

Notes:

HOD:

Date:

Week 7

| Day | CAPS content, concepts, skills | | Date completed |
|-----------|--------------------------------|--|---|
| Monday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> • Phonics | nd |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 1 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> • Handwriting | nd |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 2 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> • Shared Reading (DBE) | DBE Workbook 1 Title: U dalela mashaka. Page 40 |
| Tuesday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> • Phonics | nd |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 3 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> • Contributes ideas and words for shared writing • Use subject-verb agreement correctly • Listen to other learners' ideas | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 4 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> • Shared Reading (DBE) | DBE Workbook 1 Title: U dalela mashaka. Page 40 |
| Wednesday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> • Phonics | nd |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 5 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> • Handwriting | nd |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 6 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> • Shared Reading (DBE) | DBE Workbook 1 Title: U dalela mashaka. Page 40 |

| | | | | |
|----------|-------------|--|---|--|
| Thursday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | nd | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 7 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> Choose a topic to write about Contribute ideas and words for shared writing Build their own word bank and personal dictionary | | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 8 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Express feelings about a text and give reasons. | | |
| Friday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | Spelling Test | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 9 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> DBE Activity | DBE Workbook 1 Page 22, 23, 24, 25 | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 10 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Express feelings about a text and give reasons. | | |
| | Activity 6: | Phonics & Reading: <ul style="list-style-type: none"> Shared Reading (DBE) | DBE Workbook 1 Title: U dalela mashaka. Page 40 | |

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track?

What will you change next time? Why?

Notes:

HOD:

Date:

Week 8

| Day | CAPS content, concepts, skills | | Date completed |
|-----------|--------------------------------|--|--|
| Monday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> • Phonics | nth |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 1 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> • Handwriting | nth |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 2 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> • Shared Reading (DBE) | DBE Workbook 1 Title: Ro vhuya ra swika. Page 44 |
| Tuesday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> • Phonics | nth |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 3 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> • Write at least eight sentences • Write instructions to a friend • Use phonic knowledge to write unfamiliar words • Use a personal dictionary | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 4 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> • Shared Reading (DBE) | DBE Workbook 1 Title: Ro vhuya ra swika. Page 44 |
| Wednesday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> • Phonics | nth |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 5 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> • Handwriting | nth |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 6 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> • Shared Reading (DBE) | DBE Workbook 1 Title: Ro vhuya ra swika. Page 44 |

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|----------|-------------|---|--|--|
| Thursday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | nth | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 7 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> Add at least two sentences to existing instructions Use phonic knowledge to write unfamiliar words Use a personal dictionaries | | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 8 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Express feelings about a text and give reasons. | | |
| Friday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | Spelling Test | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 9 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> DBE Activity | DBE Workbook 1 Page 26, 27, 28 | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 10 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Express feelings about a text and give reasons. | | |
| | Activity 6: | Phonics & Reading: <ul style="list-style-type: none"> Shared Reading (DBE) | DBE Workbook 1 Title: Ro vhuya ra swika. Page 44 | |

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track?

What will you change next time? Why?

Notes:

HOD:

Date:

Week 9

| Day | CAPS content, concepts, skills | | Date completed |
|-----------|--------------------------------|---|--|
| Monday | Activity 1: | Phonics & Reading: • Phonics | ntsw |
| | Activity 2: | Phonics & Reading: • Group Guided Reading | Group 1 |
| | Activity 3: | Writing & Presenting: • Handwriting | ntsw |
| | Activity 4: | Phonics & Reading: • Group Guided Reading | Group 2 |
| | Activity 5: | Phonics & Reading: • Shared Reading (DBE) | DBE Workbook 1 Title: Mpho ye ya xela. Page 48 |
| Tuesday | Activity 1: | Phonics & Reading: • Phonics | ntsw |
| | Activity 2: | Phonics & Reading: • Group Guided Reading | Group 3 |
| | Activity 3: | Writing & Presenting: • Read what they have written • Use subject-verb agreement correctly • Use full stops, question marks, commas, and exclamation marks | |
| | Activity 4: | Phonics & Reading: • Group Guided Reading | Group 4 |
| | Activity 5: | Phonics & Reading: • Shared Reading (DBE) | DBE Workbook 1 Title: Mpho ye ya xela. Page 48 |
| Wednesday | Activity 1: | Phonics & Reading: • Phonics | nt |
| | Activity 2: | Phonics & Reading: • Group Guided Reading | Group 5 |
| | Activity 3: | Writing & Presenting: • Handwriting | nt |
| | Activity 4: | Phonics & Reading: • Group Guided Reading | Group 6 |
| | Activity 5: | Phonics & Reading: • Shared Reading (DBE) | DBE Workbook 1 Title: Mpho ye ya xela. Page 48 |

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|----------|-------------|--|--|--|
| Thursday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | nt | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 7 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> Write and illustrate 6-8 sentences on a topic to contribute to a book for the class library | | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 8 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Listens to a complex sequence of instructions (at least four) and responds appropriately | | |
| Friday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | Spelling Test | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 9 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> DBE Activity | DBE Workbook 1 Page 34-35 | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 10 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Listens to a complex sequence of instructions (at least four) and responds appropriately | | |
| | Activity 6: | Phonics & Reading: <ul style="list-style-type: none"> Shared Reading (DBE) | DBE Workbook 1 Title: Mpho ye ya xela. Page 48 | |

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track?

What will you change next time? Why?

Notes:

HOD:

Date:

Week 10

| Day | CAPS content, concepts, skills | | Date completed |
|-----------|--------------------------------|--|--|
| Monday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> • Phonics | khw |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 1 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> • Handwriting | khw |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 2 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> • Shared Reading (DBE) | DBE Workbook 1 Title: Mulanga a tshi xela. Page 52 |
| Tuesday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> • Phonics | khw |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 3 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> • Talk to a partner to begin planning their writing • Ask questions to help define the writing task • Write about an experiment | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 4 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> • Shared Reading (DBE) | DBE Workbook 1 Title: Mulanga a tshi xela. Page 52 |
| Wednesday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> • Phonics | khw |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 5 |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> • Handwriting | khw |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> • Group Guided Reading | Group 6 |
| | Activity 5: | Phonics & Reading: <ul style="list-style-type: none"> • Shared Reading (DBE) | DBE Workbook 1 Title: Mulanga a tshi xela. Page 52 |

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|----------|-------------|---|---|--|
| Thursday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | khw | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 7 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> Write at least one paragraph of ten sentences Describe an experiment | | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 8 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Listens to a complex sequence of instructions (at least four) and responds appropriately | | |
| Friday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | Spelling Test | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 9 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> DBE Activity | DBE Workbook 1 Page 31, 32 | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 10 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Listens to a complex sequence of instructions (at least four) and responds appropriately | | |
| | Activity 6: | Phonics & Reading: <ul style="list-style-type: none"> Shared Reading (DBE) | DBE Workbook 1 Title: Mulanga a tshixela. Page 52 | |

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track?

What will you change next time? Why?

Notes:

HOD:

Date:

Week 11

| Day | CAPS content, concepts, skills | | Date completed |
|-----------|--------------------------------|---|---|
| Monday | Activity 1: | Phonics & Reading: • Phonics | thw |
| | Activity 2: | Phonics & Reading: • Group Guided Reading | Group 1 |
| | Activity 3: | Writing & Presenting: • Handwriting | thw |
| | Activity 4: | Phonics & Reading: • Group Guided Reading | Group 2 |
| | Activity 5: | Phonics & Reading: • Shared Reading (DBE) | DBE Workbook 1 Title: Tshiṭori tsha makhulu vha mukegulu. Page 64 |
| Tuesday | Activity 1: | Phonics & Reading: • Phonics | thw |
| | Activity 2: | Phonics & Reading: • Group Guided Reading | Group 3 |
| | Activity 3: | Writing & Presenting: • Read what they have written • Use past tense correctly • Use full stops, question marks, commas, and exclamation marks | |
| | Activity 4: | Phonics & Reading: • Group Guided Reading | Group 4 |
| | Activity 5: | Phonics & Reading: • Shared Reading (DBE) | DBE Workbook 1 Title: Tshiṭori tsha makhulu vha mukegulu. Page 64 |
| Wednesday | Activity 1: | Phonics & Reading: • Phonics | thw |
| | Activity 2: | Phonics & Reading: • Group Guided Reading | Group 5 |
| | Activity 3: | Writing & Presenting: • Handwriting | thw DBE Workbook 1 Page N/A |
| | Activity 4: | Phonics & Reading: • Group Guided Reading | Group 6 |
| | Activity 5: | Phonics & Reading: • Shared Reading (DBE) | DBE Workbook 1 Title: Tshiṭori tsha makhulu vha mukegulu. Page 64 |

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|----------|-------------|---|---|--|
| Thursday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | thw | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 7 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> Write and illustrate eight sentences on a topic to contribute to a book for the class library. | | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 8 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Learners take part in songs, rhymes or games. | | |
| Friday | Activity 1: | Phonics & Reading: <ul style="list-style-type: none"> Phonics | Spelling Test | |
| | Activity 2: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 9 | |
| | Activity 3: | Writing & Presenting: <ul style="list-style-type: none"> DBE Activity | DBE Workbook 1 Page 36, 37 | |
| | Activity 4: | Phonics & Reading: <ul style="list-style-type: none"> Group Guided Reading | Group 10 | |
| | Activity 5: | Listening & Speaking: <ul style="list-style-type: none"> Learners take part in songs, rhymes or games. | | |
| | Activity 6: | Phonics & Reading: <ul style="list-style-type: none"> Shared Reading (DBE) | DBE Workbook 1 Title: Tshiṭori tsha makhulu vha mukegulu. Page 64 | |

Reflection

Reflection:

Think about and make a note of: What went well? What did not go well? What did the learners find difficult or easy to understand or do? What will you do to support or extend learners? Did you complete all of the work for the week? If not, how will you get back on track?

What will you change next time? Why?

Notes:

HOD:

Date: