

2024 Annual Teaching Plan – Term 2: SUBJECT: English HL Grade R

ANNUAL TEACHING PLAN		
GRADE R	HOME LANGUAGE	TERM 2
DAILY COVID-19 MEASURES: Daily hygiene routines are to be strictly followed: • Remind learners of the daily routine tests when coming to school. • Encourage learners to stay at home when ill. • Slogan: Keep your distance - Teach learners about social distancing and how to greet without touching. • Learners are to wear masks every day. Masks are only to be removed and placed in a safe place while they are eating. • Supervise snack and lunchtime. • Teach them to cover their mouth and nose with a flexed elbow or tissue when coughing or sneezing. Dispose of the used tissue immediately. • Teach them to avoid touching their Mouth, Eyes, Nose (MEN) • Wash hands with soap and water often and sanitize your hands • Sanitize and clean frequently touched surfaces toys, stationery, objects, etc. Introduce this practice as routine. • If you have no sanitizer you could make a sterilising solution by mixing 5 tablespoons of bleach to 1 litre of water N.B. TEACHERS TO ENSURE THE SAFETY OF THEIR LEARNERS IN THEIR OWN CONTEXT Help learners to cultivate compassion, increase resilience while building a safe environment and caring for others.		
In Grade R perceptual work is extremely important because it underpins and prepares the foundations for future learning. Make sure sufficient time is spent building these perceptual skills daily and throughout the course of the school year. <i>Daily activities in all areas of Language and other subjects.</i> <i>The following activities could be introduced during any or all of the Grade R rings (circles): music, movement, science, language, news, show and tell, story as well as creative activities.</i> <u>The following is integrated across all subjects:</u> <i>Language to develop concepts: shape, colour, age, time and sequence</i> <i>Use language to give explanations</i>		

2022 TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
DATE										
THEMES	AUTUMN		FRIENDS		HOMES		MY COUNTRY		TRANSPORT	
STORY	1. Teacher Akinyi (Continuation – Term 1) 2. Are you my mother? 3. Waiting for baby 4. The beanie nest 5. Tortoise and his shell 6. Goldilocks									
EXPECTED CURRICULUM COVERAGE	CC 1.5%	CC 1.5%	CC 3%	CC 3%	CC 3%	CC 3%	CC 3%	CC 3%	CC 2.5%	CC 1.5%
LISTENING AND SPEAKING										
WEEK	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
DATE ASSESSMENT										
ACTIVITY	1.Tells stories and retells stories in own words		1.Tells stories and retells stories in own words		1.Tells stories and retells stories in own words 2.Arranges a set of pictures in such a way that they form a story and a logical sequence		2.Arranges a set of pictures in such a way that they form a story and a logical sequence		2.Arranges a set of pictures in such a way that they form a story and a logical sequence	
ASSESSMENT INFORMAL DURING TEACHER ACTIVITY	Listening and Speaking Rubric		Listening and Speaking Rubric		Listening and Speaking Rubric		Listening and Speaking Rubric		Listening and Speaking Rubric	
	Listening and speaking skills <i>Daily activities in all areas of Language and other subjects. The following activities could be introduced during any or all of the Grade R rings (circles): music, movement, science, language, news, show and tell, story as well as creative activities. In Grade R perceptual work is extremely important because it underpins and prepares the foundations for future learning. Make sure sufficient time is spent building these perceptual skills daily and throughout the course of the school year.</i>									

- Listens to two or three part instructions, announcements and responds appropriately (e.g. 'Collect the crayons and put them on the shelf.')
- Listens without interrupting, taking turns to speak
- Listens to stories and acts these out
- Tells stories and retells the stories of other children in own words
- Sings songs, recites rhymes and performs actions with the whole class
- Recites poems and rhymes and adds actions to them in a group
- Sequences pictures of a story
- Participates in discussions and asks questions
- Talks about pictures in posters, theme charts, books etc. related to a minimum of five themes per term
- Listens to and recalls in order simple word sequences such as big, beg, bag. Start with three words, build up to four or more

Uses language to develop concepts in all subjects

- Uses language to develop concepts in all subject areas such as quantity, direction, time, sequence, colour, age

Uses language to think and reason

- Identifies and describes similarities and differences
- Matches things that go together, and compares things that are different
- Classifies things according to colour, shape or size
- Identifies parts from the whole. For example names parts of the body such as elbow, wrist, knee etc.

Uses language to investigate and explore

- Asks questions and asks for explanations
- Gives explanations and asks for clarification
- Solves and completes ten or more piece jig-saw puzzles

Processes information:

- Picks out selected information from a description

Uses visual and pictorial cues to make meaning

- Looks carefully at pictures and talks about common experiences
- Finds specified images in a busy or detailed picture
- Plays games such as 'Search!' finding an object hidden in a classroom among other items
- Distinguishes between the shape of different letters and words. For example, sorts identical objects, views a sequence of nearly identical pictures and picks out the one that is different and explains why it is different
- Orders a sequence of pictures and relates the story created

EMERGENT READING										
WEEK	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
DATE STORY										
STORY	1. Teacher Akinyi (Continuation – Term 1) 2. Are you my mother? 3. Waiting for baby 4. The beanie nest 5. Tortoise and his shell 6. Goldilocks									
PHONEMIC AWARENESS	Story			Single sound		Language adaption/ LOLT (single sounds as per Language)			Date	
	Teacher Akinyi (Continuation – Term 1)			t and m						
	Are you my mother?			n and f						
	Waiting for baby			h and l						
	The beanie nest			w and g						
	Tortoise and his shell			t and c						
	Goldilocks			b and s						
DATE ASSESSMENT										
ACTIVITY	Makes up own story by reading the pictures		Recognises aurally and visually some consonants and vowels		Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words Recognises aurally and visually some consonants and vowels		Makes up own story by reading the pictures		Begins to recognise that words are made up of sounds: gives the beginning sound of own name and other words Recognises aurally and visually some consonants and vowels	

ASSESSMENT INFORMAL DURING TEACHER ACTIVITY	Phonics, reading and viewing Rubric	Phonics, reading and viewing Rubric	Phonics, reading and viewing Rubric	Phonics, reading and viewing Rubric	Phonics, reading and viewing Rubric
	READING				
	Emergent reading skills				
	• Develops correct eye movement such as following a ball moved from left to right • Develops directionality such as moving blocks from left to right and top to bottom • Holds the book the right way up and turns pages correctly when 'reading' • Uses pictures to predict what the story is about. For example, 'reads' picture and caption books showing an understanding that pictures and words are related, but different. Points to words when 'reading' • Interprets pictures to make up own story: 'reads' the pictures • Pretends to read and adopts a 'reading voice' • Understands that print communicates meaning. Knows words can represent own name, names of people, places and things • Recognises own name and names of five other children in the class • 'Reads' theme related flashcards and captions in a group with the teacher • Understands that written words refer to spoken words such as daily news written down by the teacher as the child speaks • 'Reads' high frequency words: peer names, calendar and weather words • Uses pictures to 'read' simple phrase or caption books. The dog - a page with a picture of a dog) • Acts out parts of a story, song or rhyme • Listens to and discusses stories and other texts read or told aloud. Recalls details and states main idea • Talks about texts such as stories using terms such as 'beginning', 'middle', 'end', 'sound', 'word', 'letter', 'rhyme'				
	Begins to make meaning of written text				
	• Understands that print communicates meaning: a word can represent one's own name • Recognises own name and names of at least five other children in the class • Understands that written words refer to spoken words • 'Reads' high frequency words: own name, common brand names such as SPAR, Coke, and television programme titles etc.				
	Shared Reading <i>Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters etc. Teacher models the process with the whole class during for example a discussion or language ring over a minimum of two sessions in the Language Focus Time. Use a minimum of five Big Books per term.</i>				
	• Reads' enlarged texts such as poems, big books, posters and electronic texts (computer texts) as a whole class with the teacher (Shared Reading) • Discusses and describes characters in stories • Draws pictures capturing the main idea of stories, songs or rhymes • Arranges a set of pictures in such a way that they form a story and then 'reads' the story • Responds to stories through movement and drama activities or rings (e.g. 'The Three Little Pigs') • Predicts what will happen next in the story using familiar texts and picture cues				

• Responds to stories through creative art: paints a picture of the story										
Independent Reading										
• 'Reads' independently books for pleasure in the library or classroom reading corner										
Phonological/ Phonemic Awareness										
<i>Daily 15 minute activities</i>										
<i>Many of the sound activities listed below could be introduced during routines and rings</i>										
Many of the sound activities listed below could be introduced during routines and rings • Distinguishes aurally between different sounds especially at the beginning of words • Listens for the odd word in a sequence where all words begin with the same sound. For example, ring, rose, round, pose) or identifies whether two given sounds are the same or different . /c/, /c/ [same] or /c/, /g/ [different] • Divides multisyllabic words into syllables: uses clapping or drum beats on each syllable in the word 'ba-na-na' or identifies the number of syllables (claps) in the names of the children in the class: 'Lu-ne-tta' has three claps, 'Rose' one clap • Identifies rhyming words in well known rhymes and songs. For example, Humpty Dumpty sat on a wall - Humpty Dumpty had a great fall • Anticipates rhyming words in new songs and rhymes and completes the line or sentence • Recognises initial spoken sounds especially at the beginning of own name										
Relates sounds to letters and words										
• Understands that words consist of more than one sound. For example, sat - s-a-t done aurally • Can recognise sounds at the beginning of some words such as friends' names										
EMERGENT WRITING										
Daily activities in all areas of Language and other subjects Creative art activities and music rings are ideal opportunities for the development of fine motor skills										
WEEK	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
STORY Date story as implemented in the Term.	1. Teacher Akinyi (Continuation – Term 1) 2. Are you my mother? 3. Waiting for baby 4. The beanie nest 5. Tortoise and his shell 6. Goldilocks									

DATE ASSESSMENT										
ACTIVITY	Develops small muscle skills and fine motor skills	Draws pictures capturing main idea of a story	Develops small muscle skills and fine motor skills Draws pictures capturing main idea of a story	Understands that writing and drawing are different: pretend writing represented using squiggles	Develops small muscle skills and fine motor skills Draws pictures capturing main idea of a story Understands that writing and drawing are different: pretend writing represented using squiggles					
ASSESSMENT INFORMAL DURING TEACHER ACTIVITY	Emergent Writing and Handwriting Rubric	Emergent Writing and Handwriting Rubric	Emergent Writing and Handwriting Rubric	Emergent Writing and Handwriting Rubric	Emergent Writing and Handwriting Rubric					
Core Concepts, Skills and Values	Emergent Handwriting: • Develops fine motor skills for strengthening hand muscles: rolls plasticine, models with play dough, plays a trumpet in the air, threads lacing cards, beads etc. • Develops fine-motor control by playing more finger rhymes with finger actions • Develops fine-motor control using scissors to cut out bold outlined pictures, shapes etc • Develops eye-hand co-ordination: plays catch with bean bags, large or tennis balls, paper balls; creates drawings and makes more complex patterns with crayons • Develops large muscle control: works in pairs or on own to form letters with their bodies • Begins to form letters using finger painting, paint brushes, wax crayons • Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters • Copies patterns onto pegboards and copies patterns, words and letters onto paper • Uses a range of writing tools: paint brushes, wax crayons etc. • Holds crayons correctly using an acceptable pencil grip • 'Writes' using a correct sitting position									
	Emergent Writing: • Draws pictures to convey a message such as own 'news' • Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and squiggles • 'Reads' what letters and squiggles 'say' • Role plays writing in play situations: makes greeting cards, writes letters etc. • Begins to 'write' observing conventions of directionality: 'writes' from left to right, top to bottom of page • Spontaneously copies print from the environment such as labels on common household products when playing									

Works with words

- Groups words that share the same initial sound or letter
- Identifies a letter or a space between words in print: own names or familiar words or in a book
- Contributes sentences to a class piece of writing: child dictates as the teacher writes