

## 3.2 GRADE 1

<b>GRADE 1 HOME LANGUAGE ENGLISH</b>
<b>REQUIREMENTS PER TERM</b>

<b>TERM 1</b>
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**LISTENING AND SPEAKING (ORAL)****SUGGESTED CONTACT TIME****Minimum Time:** 45 minutes per week**Maximum Time:** 1 hour per week**CONTENT/CONCEPTS/SKILLS*****Daily / Weekly activities in all areas of Language and other subjects***

- Listens without interrupting
- Talks about personal experiences: tells news, describes weather news, other topical events etc.
- Sings songs and does the actions

***Twice weekly focussed listening and speaking activities******Weeks 1 - 5***

- Listens to simple instructions (classroom routines) and responds appropriately
- Listens to stories, rhymes, poems and songs with interest and acts out part of the story, song or rhyme
- Answers questions such as questions related to personal details etc.

***Weeks 6 - 10***

- Sequences pictures of a story communicating through retelling the sequence of ideas
- Talks about pictures in posters, theme charts, books etc.
- Participates in discussions, taking turns to speak and respecting others in the group
- Describes objects in terms of colour, size, shape, quantity using correct vocabulary

**ASSESSMENT****Suggestions for Informal Assessment Activities :****Listening and Speaking: (oral and/or practical)**

- Answers questions such as questions related to personal details etc.
- Sings songs and does the actions
- Participates in discussions, taking turns to speak and respecting others in the group

**Formal Assessment Activity 1:****Listening and Speaking (oral and/ or practical)**

- Talks about personal experiences such as tells news, describes weather news, other topical events etc
- Listens to stories, rhymes, poems and songs with interest and acts out part of the story, song or rhyme
- Sequences pictures of a story communicating through retelling the sequence of ideas
- Describes objects in terms of colour, size, shape, quantity using correct vocabulary

<p style="text-align: center;"><b>GRADE 1 HOME LANGUAGE ENGLISH</b></p> <p style="text-align: center;"><b>REQUIREMENTS PER TERM</b></p>	
TERM 1	
READING AND PHONICS	SUGGESTED CONTACT TIME
	<p><b>Minimum Time:</b> 4hours 30 minutes per week</p> <p><b>Maximum Time:</b> 5 hours per week</p>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Daily Phonemic Awareness/ Phonic Activities of 15 minutes:</b></p> <p><b>Begin phonemic awareness activities, teach 1-2 new letters every week and introduce word building using sounds learnt</b></p> <ul style="list-style-type: none"> <li>• Distinguishes aurally between different initial sounds of words</li> <li>• Participates in whole class phonemic awareness oral activities: blending sounds [c-a-t into cat]; segmenting words [cat into c-a-t]; consonant and vowel substitution word play [ replace the 'h' in hat with 'b' to make bat]</li> <li>• Identifies letter-sound relationships of some single letters. For example, l, o, h, m, a, b, t, c. There should be 2 vowels and at least 6 consonants</li> <li>• Recognises and names some letters of the alphabet: 2 vowels and at least 6 consonants</li> <li>• Begins to build up short words using sounds learnt such as c-a-t - cat</li> <li>• Begins to use blending to make words. For example, 'at' c-at, m-at, identifying the rhymes</li> </ul> <p><b>Daily Reading Activities</b></p> <p><b>Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.</b></p> <p><b>Emergent reading skills (taught in Shared and Group Guided Reading lessons)</b></p> <ul style="list-style-type: none"> <li>• Holds the book the right way up and turns pages correctly</li> <li>• Uses pictures to predict what the story is about: reads picture books</li> <li>• Interprets pictures to make up own story, that is, 'reads' the pictures</li> <li>• Collects and reads logos and other words from environmental print</li> <li>• Recognises own name and names of at least ten peers</li> <li>• Reads labels and captions in the classroom</li> <li>• Discusses book handling and care</li> <li>• Listens to and discusses stories and other texts read aloud</li> <li>• Develops basic concepts of print including:</li> <li>• Concept of book - cover, front, back, title</li> <li>• Concept of text - word, same words, letter, names of letters, one-to-one correspondence</li> <li>• Directionality: starts reading at front, ends at back; reads from left to right and top to bottom of a page, first, last, middle words or letters or position on a page</li> <li>• Punctuation: capital letter, lowercase letter, full stop, comma, question mark</li> </ul> <p><b>Shared Reading</b></p> <p><b>Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.</b></p> <p><b>Each session will have a learning focus from the following: concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels using literal, reorganization, inferential, evaluation and appreciation questions.</b></p>	

- Reads as a whole class with the teacher enlarged texts such as poems, posters, big books and class stories developed in shared writing sessions

### **Group Guided Reading**

**The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.**

**The teacher works with same-ability groups of children, matching children to texts at the instructional level (word recognition between 90 - 95% accuracy). Graded reading schemes will mostly be used.**

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Begins to build a sight vocabulary from the incidental reading programme, graded reader series and high frequency word lists

## **ASSESSMENT**

### **Suggestions for Informal Assessment Activities :**

#### **Phonics: (oral and/or practical)**

- Distinguishes aurally between different initial sounds of words
- Participates in whole class phonemic awareness activities: blending sounds (*c-a-t* into *cat*) ; segmenting words (*cat* into *c-a-t*); consonant and vowel substitution word play (replace the 'h' in *hat* with 'b' to make *bat*)
- Recognises and names some letters of the alphabet (2 vowels and at least 6 consonants)
- Begins to build up short words using sounds learnt(e.g. c-a-t - cat)
- Begins to use blending to make words such as 'at' c-at, m-at, identifying the rhymes

#### **Formal Assessment Activity 1:**

#### **Phonics (oral and/ or practical and/or written)**

- Identifies letter-sound relationships of some single letters, for example, l, o, h, m, a, b, t, c. There should be 2 vowels and at least 6 consonants
- Begins to build up short words using sounds learnt (e.g. c-a-t - cat)

### **Suggestions for Informal Assessment Activities :**

#### **Reading (oral and/or practical)**

#### ***Emergent reading skills to be taught in Shared and Guided Reading lessons.***

- Holds the book the right way up and turns pages correctly
- Interprets pictures to make up own story, that is, 'reads' the pictures
- Collects and reads logos and other words from environmental print
- Recognises own name and names of some peers
- Reads labels and captions in the classroom
- Discusses book handling and care
- Develops basic concepts of print including:
  - Concept of book: cover, front, back, title
  - Concept of text: word, some words, letter, names of some letters, one-to-one correspondence
- Directionality: starts reading at front, ends at back, reads from left to right and top to bottom of a page, first, last, middle words or letters or position on a page
- Punctuation: capital letter, lowercase letter, full stop, comma, question mark

#### **Shared Reading**

- Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with teacher

**Group Guided Reading**

- Reads both silently and out loud from own book in a guided reading group with teacher, that is, whole group works on the same story

**Formal Assessment Activity 1:****Reading (oral and/ or practical)****Emergent reading skills.**

- Uses pictures to predict what the story is about. For example, reads picture books
- Listens to and discusses stories and other texts read aloud

**Shared Reading**

- Reads as a whole class with teacher enlarged texts such as poems, posters, big books and class stories developed in shared writing sessions

**Group Guided Reading**

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story

## GRADE 1 HOME LANGUAGE ENGLISH

## REQUIREMENTS PER TERM

## TERM 1

## WRITING

## SUGGESTED CONTACT TIME

**Minimum Time:** 1 hour 45 minutes per week

**Maximum Time:** 2 hours per week

## CONTENT/CONCEPTS/SKILLS

***Handwriting***

***Formal Lessons four times a week of 15 minutes***

***Activities to strengthen fine muscles and develop fine and gross motor skills and eye-hand co-ordination***

- Draws with wax crayons
- Practises holding and manipulating crayon and pencil
- Develops directionality: left to right and top to bottom, draws straight lines, joins dots, clockwise and anti clockwise formations
- Makes plasticine or play dough models of letters and objects
- Develops hand-eye co-ordination through painting, paper tearing, cutting and tracing activities
- Draws patterns: up and down movements (zig-zags), circle patterns, vertical and horizontal patterns
- Traces over, copies and writes own name from template where the correct starting point and writing direction of individual letters are indicated

***Development of letter formation in formal handwriting lessons***

***Align the order of teaching of the lower case letters to the phonics programme. Model correct letter formation and directionality. Children practise 2 letters per week, copying from writing strips. Check that children use the correct pencil grip. Use blank paper or unlined A4 jotters for written recording. Align the order of teaching the lower case letters to the phonics programme. Where possible, introduce the tracing and copying of the entire alphabet from the very beginning of the year, using alphabet strips where the correct starting points and writing direction are indicated.***

- Forms lower case letters correctly (2 vowels and at least 6 consonants, e.g. l, o, h, m, a, b, t, c)
- Copies and writes own name, short words and sentences from labels, posters, chalkboard etc.
- Begins to express written recording with drawings, letters, numbers, words and simple sentences

***Shared, Group and Independent Writing***

***Whole class / small group / individual writing sessions three times a week for 15 minutes building on and linking to the Shared Reading, discussions and personal experiences***

- Draws pictures to convey a message. For example, about a personal experience
- Writes a caption for a drawing or picture
- Writes words using letter sounds learnt
- Copies one sentence of news from the board/chart correctly
- Contributes ideas in Shared Writing for a class story recorded by the teacher on charts to create new texts for reading and display in the classroom reading corner

**ASSESSMENT****Suggestions for Informal Assessment Activities :****Handwriting**

- Draws with wax crayons
- Develops directionality: left to right and top to bottom, draws straight lines, join dots, clockwise and anti clockwise formations
- Traces over, copies and writes own name from template where the correct starting points and writing direction are indicated
- Copies and writes own name, short words and sentences from labels, posters, chalkboard etc.
- Begins to express written recording with drawings, letters, numbers, words and simple sentences

**Formal Assessment Activity 1:****Handwriting**

- Practises holding and manipulating crayon and pencil
- Draws patterns: up and down movements [zig-zags], circle patterns, vertical and horizontal patterns
- Forms lower case letters correctly: 2 vowels and at least 6 consonants - l, o, h, m, a, b, t, c
- Copies and writes own name, short words and sentences from labels, poster, chalkboard etc.

**Suggestions for Informal Assessment Activities****Writing**

- Draws pictures to convey a message. For example, about a personal experience
- Writes a caption for a drawing or picture
- Writes words using letter sounds learnt
- Copies one sentence of news from the board/chart correctly
- Contributes ideas in Shared Writing for a class story recorded by the teacher on charts to create new texts for reading and display in the classroom reading corner

**Formal Assessment Activity 1:****Writing**

- Draws pictures to convey a message. For example, about a personal experience
- Writes a caption for a drawing or picture
- Copies one sentence of news from the board/chart correctly

## GRADE 1 HOME LANGUAGE ENGLISH

## REQUIREMENTS PER TERM

## TERM 2

## LISTENING AND SPEAKING (ORAL)

## SUGGESTED CONTACT TIME

**Minimum Time:** 45 minutes per week

**Maximum Time:** 1 hour per week

## CONTENT/CONCEPTS/SKILLS

**Daily / Weekly activities in all areas of Language and other subjects**

- Listens without interrupting, taking turns to speak in whole class and group sessions
- Talks about personal experiences. For example, tells news using correct sequence
- Joins in the choruses of songs, stories, rhymes
- Says poems and rhymes and does the actions
- Identifies part from the whole such as parts of a bicycle, plant

**Twice weekly focussed listening and speaking activities***Weeks 1 - 5*

- Listens to instructions (group and daily routines) and responds appropriately
- Passes on messages
- Listens to stories with interest, drawing a picture to show understanding
- Answers closed and open-ended questions

*Weeks 6 - 10*

- Describes objects in terms of age, direction, sequence using correct vocabulary
- Listens to stories and identifies the main idea
- Sequences pictures of a story
- Participates in classroom discussions
- Asks questions related to stories told and read
- Understands and uses appropriate language of different subjects

## ASSESSMENT

**Suggestions for Informal Assessment Activities :****Listening and Speaking: (oral and/or practical)**

- Listens without interrupting, taking turns to speak in whole class and group sessions
- Talks about personal experiences. For example, tells news using correct sequence
- Joins in the choruses of songs, stories, rhymes
- Listens to instructions (group and daily routines) and responds appropriately
- Participates in classroom discussions
- Asks questions related to stories told and read
- Understands and uses appropriate language of different subjects

**Formal Assessment Activity 1:****Listening and Speaking (oral and/ or practical)**

- Talks about personal experiences. For example, tells news using correct sequence

- Listens to stories with interest, drawing a picture to show understanding
- Answers closed and open-ended questions

**Formal Assessment Activity 2:**

**Listening and Speaking (oral and/ or practical)**

- Describes objects in terms of age, direction, sequence using correct vocabulary
- Listens to stories and identifies the main idea
- Sequences pictures of a story



## GRADE 1 HOME LANGUAGE ENGLISH

## REQUIREMENTS PER TERM

## TERM 2

## READING AND PHONICS

## SUGGESTED CONTACT TIME

**Minimum Time:** 4 hours 30 minutes per week

**Maximum Time:** 5 hours per week

## CONTENT/CONCEPTS/SKILLS

**Daily Phonemic Awareness/ Phonic Activities of 15 minutes**

**Teach the remainder of the single letters (3 vowels and 13 consonants) by the end of the term, continue with phonemic awareness and word building activities**

- Distinguishes aurally between different beginning and end sounds of words
- Identifies letter-sound relationships of most single letters
- Participates in whole class phonemic awareness activities: blending sounds [*h-op* into *hop*]; segmenting words [*hop* into *h-o-p*]; consonant and vowel substitution *word play* [*replace the 'h' in hop with 'm' to make mop*]
- Builds words using sounds learnt ( *-at, -et, -it, -ot, -ut, -ag, -eg, -ig, -og, -ug, -an, -en, -in, -un -am* - at least two word families per week)
- Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable), e.g. *h-en, p-en; t-in, p-in*, identifying the rhymes
- Groups common words into sound families, e.g. *hot, hop, hob*
- Reads phonic words in sentences and other texts

**Daily Reading Activities: Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.**

**Shared Reading**

**Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.**

**When reading, model the use of phonic decoding skills and other strategies that include context clues and structural analysis. Refer to the Five Finger Strategy. Start teaching children this process when they meet unknown words.**

- Reads big books or other enlarged texts as a whole class with teacher
- Uses pictures to predict what the story is about
- Interprets pictures to make up own story, that is, 'reads' the pictures
- Uses clues and pictures in the text for understanding
- Discusses the story, identifying the main idea in the text, the main characters etc.
- Answers a wide variety of types of questions based on the texts read including higher order type questions
- Discusses the use of capital letters and full stops

**Group Guided Reading**

**The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.**

**The teacher works with same-ability groups of children, matching children to texts at the instructional level. Graded reading schemes will mostly be used.**

**Teach children to monitor themselves when reading, both in the area of word recognition and comprehension. (Children are taught to ask: 'Does it sound right?', 'Does it look right?' and 'Does it make sense?') Model the process in Shared Reading and apply it in Guided Reading with support.**

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story

- Uses phonics, context clues and sight words when reading
- Begins to monitor self when reading, both in the area of word recognition and comprehension
- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

**Paired/Independent Reading (twice a week in Language focus time)**

**Introduce Paired/Independent reading. Select texts that are at the independent reading level of the child (simpler than those used in Shared Reading with more than 95% word recognition accuracy when reading the text)**

- Reads to a partner from prepared or known texts to develop fluency
- Rereads familiar texts such as those read in Shared Reading sessions

**ASSESSMENT**

**Suggestions for Informal Assessment Activities :**

**Phonics: (oral and/or practical)**

- Identifies letter-sound relationships of all single sounds
- Participates in whole class phonemic awareness activities: blending sounds [*h-op* into *hop*]; segmenting words [*hop* into *h-o-p*]; consonant and vowel substitution word play [ replace the 'h' in *hop* by 'm' to make *mop*]
- Builds words using sounds learnt (e.g. -at, -et, -it, -ot, -ut, -ag, e.g. -ig, -og, -ug, -an, -en, -in, -un, -am - at least two word families per week)
- Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) , e.g. h-en, p-en; t-in, p-in, identifying the rhymes
- Groups common words into sound families such as hot, hop, hob
- Reads phonic words in sentences and other texts

**Formal Assessment Activity 1:**

**Phonics (oral and/ or practical and/or written)**

- Distinguishes aurally between different beginning and end sounds of words
- Identifies letter-sound relationships of most single letters
- Builds words using sounds learnt (e.g. -at, -et, -it, -ot, -ut, -ag, e.g., -ig, -og, -ug, -an, -en, -in, -un, -am - at least two word families per week)

**Formal Assessment Activity 2:**

**Phonics (oral and/ or practical and/or written)**

- Identifies letter-sound relationships of most single letters
- Builds words using sounds learnt (e.g. -at, -et, -it, -ot, -ut, -ag, e.g. -ig, -og, -ug, -an, -en, -in, -un, -am - at least two word families per week)
- Groups common words into sound families (e.g. hot, hop, hob)

**Suggestions for Informal Assessment Activities :**

**Reading (oral and/or practical)**

**Shared Reading**

- Reads with the whole class big books or other enlarged texts
- Uses clues and pictures in the text for understanding
- Discusses the story, identifying the main idea in the text, the main characters etc.
- Answers a wide variety of types of questions based on the texts read including higher order type questions
- Discusses the use of capital letters and full stops

**Group Guided Reading:**

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Begins to monitor self when reading, both word recognition and comprehension

**Paired/Independent Reading**

- Reads to a partner from prepared or known texts to develop fluency
- Rereads familiar texts such as those read in Shared Reading sessions

**Formal Assessment Activity 1:****Reading (oral and/ or practical)****Shared Reading**

- Reads with the whole class big books or other enlarged texts
- Uses pictures to predict what the story is about
- Uses clues and pictures in the text for understanding
- Discusses the story, identifying the main idea in the text, the main characters etc.

**Group Guided Reading**

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Uses phonics, context clues and sight words when reading

**Formal Assessment Activity 2:****Reading (oral and/ or practical)****Shared Reading**

- Reads with the whole class big books or other enlarged texts
- Interprets pictures to make up own story, that is, 'reads' the pictures
- Uses clues and pictures in the text for understanding
- Answers a wide variety of types of questions based on the texts read including higher order type questions

**Group Guided Reading**

- Reads both silently and out loud from own book in a guided reading group with teacher, that is, whole group works on the same story
- Uses phonics, context clues and sight words when reading

GRADE 1 HOME LANGUAGE ENGLISH	
REQUIREMENTS PER TERM	
TERM 2	
WRITING	SUGGESTED CONTACT TIME
	<p><b>Minimum Time:</b> 1 hour 45 minutes per week</p> <p><b>Maximum Time:</b> 2 hours per week</p>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Handwriting</i></p> <p><i>Formal lessons four times a week of 15 minutes</i></p> <p><i>Development of letter formation in formal handwriting lessons</i></p> <p><i>Align the order of teaching of the lower case letters to the phonics programme. Model correct letter formation and directionality. Child practises 2 letters per week, copying from writing strips so that, by the end of the term at least 20 lower case letters have been taught. Demonstrate the correct spacing of letters in a word and words in a sentence. Towards the end of the term introduce the formation of frequently used capital letters (A, C, H, I, T, W). Use blank paper or A4 unlined / 17 mm lined jotters for written recording.</i></p> <ul style="list-style-type: none"> <li>• Holds pencil and crayon correctly</li> <li>• Forms at least 20 lower case letters correctly according to size and position, that is, starts and ends in the correct place</li> <li>• Forms some frequently used capital letters correctly (e.g. A, C, H, I, T, W)</li> <li>• Writes words with correct spacing</li> <li>• Writes and copies short, simple sentences from writing strip, chalkboard</li> </ul> <p><i>In addition, continue activities that strengthen fine muscles and develop fine and gross motor skills and eye-hand co-ordination. Ensure that children use the correct sitting position when they write.</i></p> <p><i>Shared, Group and Independent Writing</i></p> <p><i>Whole class / small group / individual writing sessions three times a week for 15 minutes building on and linking to the Shared Reading, discussions and personal experiences. Provide sentence starters and other support so that children can begin writing their own news etc. Introduce the use of a personal dictionary.</i></p> <ul style="list-style-type: none"> <li>• Draws pictures to convey a message, adding a label or caption. For example, about a personal experience</li> <li>• Writes words using sounds learnt</li> <li>• Writes one sentence of own news or shared writing</li> <li>• Compiles a list of words according to instructions such as food</li> <li>• Contributes ideas for a class story (Shared Writing)</li> <li>• Writes and illustrates a caption or short sentence on a topic to contribute to a book for the reading corner</li> <li>• Begins to build own word bank and personal dictionary using initial letter of words such as ant, book, cat</li> <li>• Writes sentences using words containing the phonic sounds already taught</li> </ul>	

**ASSESSMENT****Suggestions for Informal Assessment Activities :****Handwriting**

- Holds pencil and crayon correctly
- Forms some frequently used capital letters correctly (e.g. A, C, H, I, T, W)
- Writes words with correct spacing
- Writes and copies short, simple sentences from writing strip, chalkboard

**Formal Assessment Activity 1:****Handwriting**

- Holds pencil and crayon correctly
- Forms at least 20 lower case letters correctly according to size and position, that is, starts and ends in the correct place

**Formal Assessment Activity 2:****Handwriting**

- Forms at least 20 lower case letters correctly according to size and position i.e. starts and ends in the correct place
- Forms some frequently used capital letters correctly (e.g. A, C, H, I, T, W)
- Writes words with correct spacing

**Suggestions for Informal Assessment Activities :****Writing**

- Writes sentences using words containing the phonic sounds already taught
- Writes one sentence of own news or shared writing
- Compiles a list of words according to instructions such as food
- Contributes ideas for a class story (Shared Writing)
- Begins to build own word bank and personal dictionary using initial letter of words (e.g. ant, book, cat)

**Formal Assessment Activity 1:****Writing**

- Draws pictures to convey a message, adding a label or caption, e.g. about a personal experience
- Writes sentences using words containing the phonic sounds already taught
- Contributes ideas for a class story (Shared Writing).

**Formal Assessment Activity 2:****Writing**

- Draws pictures to convey a message, adding a label or caption, e.g. about a personal experience
- Writes one sentence of own news or shared writing
- Compiles a list of words according to instructions such as a list of words related to transport

<b>GRADE 1 HOME LANGUAGE ENGLISH</b> <b>REQUIREMENTS PER TERM</b>	
<b>TERM 3</b>	
<b>LISTENING AND SPEAKING (ORAL)</b>	<b>SUGGESTED CONTACT TIME</b> Minimum Time: 45 minutes per week Maximum Time: 1 hour per week
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Daily / Weekly activities in all areas of language and other subjects</i></p> <ul style="list-style-type: none"> <li>• Listens to instructions and announcements and responds appropriately</li> <li>• Listens without interrupting showing respect for the speaker</li> <li>• Talks about personal experiences such as tells news using the correct sequence</li> <li>• Says poems and rhymes and does the actions</li> <li>• Understands and uses appropriate language of different subjects</li> </ul> <p><i>Twice weekly focussed listening and speaking activities</i></p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> <li>• Listens to a story with interest and enjoyment, drawing a picture and writing a caption about it</li> <li>• Sequences pictures of a story and matches captions with the pictures</li> <li>• Role plays different situations, using appropriate language</li> <li>• Participates in discussions, asking and answering questions</li> </ul> <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> <li>• Listens for the detail in stories and answers open-ended questions</li> <li>• Identifies similarities and differences using correct vocabulary</li> <li>• Uses an ever-increasing vocabulary when speaking</li> </ul>	
<p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Activities :</b></p> <p><b>Listening and Speaking: (oral and/ or practical)</b></p> <ul style="list-style-type: none"> <li>• Listens without interrupting, showing respect for the speaker</li> <li>• Says poems and rhymes and does the actions</li> <li>• Listens to a story with interest and enjoyment, drawing a picture and writing a caption about it</li> <li>• Role plays different situations, using appropriate language</li> <li>• Participates in discussions, asking and answering questions</li> </ul> <p><b>Formal Assessment Activity 1:</b></p> <p><b>Listening and Speaking (oral and/ or practical)</b></p> <ul style="list-style-type: none"> <li>• Talks about personal experiences such as tells news using the correct sequence</li> <li>• Says poems and rhymes and does the actions</li> <li>• Sequences pictures of a story and matches captions with the pictures</li> </ul> <p><b>Formal Assessment Activity 2:</b></p> <p><b>Listening and Speaking (oral and/ or practical)</b></p> <ul style="list-style-type: none"> <li>• Listens to instructions and announcements and responds appropriately</li> <li>• Talks about personal experiences such as tells news using the correct sequence</li> <li>• Listens for the detail in stories and answers open-ended questions</li> </ul>	

## GRADE 1 HOME LANGUAGE ENGLISH

## REQUIREMENTS PER TERM

## TERM 3

## READING AND PHONICS

## SUGGESTED CONTACT TIME

**Minimum Time:** 4 hours 30 minutes per week

**Maximum Time:** 5 hours per week

## CONTENT/CONCEPTS/SKILLS

**Daily Phonic Activities of 15 minutes:**

**Revise the single letters and introduce common consonant blends and consonant digraphs. Continue word building activities.**

- Identifies letter-sound relationships of all single letters
- Revises word families using short vowel sounds learnt
- Builds 3-letter words using all single letters
- Uses consonant blends to build up and break down words (e.g. r and l blends- bl-ack, fl-op, sl-ip etc.)
- Recognises common consonant digraphs (sh, ch and th) at the beginning of a word (e.g. sh-ip, ch-ip, th-ink)
- Groups common words into sound families
- Reads phonic words in sentences and other texts

**Daily Reading Activities: Group Guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week.**

**Shared Reading**

**Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.**

**Demonstrate the Five Finger Strategy in Shared Reading and encourage children to use it in Guided and Independent Reading.**

- Reads big books or other enlarged texts as a whole class with teacher
- Identifies the sequence of events and the setting of the story
- Uses cover of book to predict ending and storyline
- Recognises cause and effect in a story (e.g. The boy fell off his bike **because** he rode too quickly down the steep hill.)
- Answers higher order questions based on the passage read (e.g. "Do you think...?" "Why did...?")
- Gives an opinion on what was read
- Interprets information from posters, pictures and simple tables (e.g. calendar)

**Group Guided Reading**

**The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.**

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Uses phonics, context clues, and structural analysis and sight words when reading
- Monitors self when reading, both in the area of word recognition and comprehension
- Reads with increasing fluency and expression
- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

**Paired/Independent Reading (three times a week)**

- Reads aloud to a partner
- Reads own and others writing
- Reads books read in Shared Reading sessions and books from the classroom reading corner

**ASSESSMENT****Suggestions for Informal Assessment Activities :****Phonics: (oral and/or practical)**

- Identifies letter-sound relationships of all single letters
- Uses consonant blends to build up and break down words (r and l blends, e.g. bl-ack, fl-op, sl-ip etc.)
- Recognises common consonant digraphs (sh, ch and th) at the beginning of a word (e.g. sh-ip, ch-ip, th-ink)
- Reads phonic words in sentences and other texts

**Formal Assessment Activity 1:****Phonics (oral and/ or practical and/or written)**

- Identifies letter-sound relationships of all single letters
- Revises word families using short vowel sounds learnt (e.g. bus, mum, run, hip, hop etc.)
- Builds 3-letter words using all single letters
- Uses consonant blends to build up and break down words (e.g. r blends - cr-ack, dr-op, tr-ip etc. )

**Formal Assessment Activity 2:****Phonics (oral and/ or practical and/or written)**

- Builds 3-letter words using all single letters
- Uses consonant blends to build up and break down words (e.g. l blends - bl-ack, fl-op, sl-ip)
- Recognises common consonant digraphs (sh, ch and th) at the beginning of a word (e.g. sh-ip, ch-ip, th-ink)
- Groups common words into sound families

**Suggestions for Informal Assessment Activities :****Reading (oral and/or practical)****Shared Reading**

- Reads big books or other enlarged texts as a whole class with teacher
- Answers higher order questions based on the passage read (e.g. “Do you think...?” “Why did...?”)
- Gives an opinion on what was read
- Recognises cause and effect in a story (e.g. The boy fell off his bike **because** he rode too quickly down the steep hill)

**Group Guided Reading**

- Monitors self when reading, both word recognition and comprehension.

**Paired/Independent reading**

- Reads books read in Shared Reading sessions and books from the classroom reading corner

**Formal Assessment Activity 1:****Reading (oral and/ or practical)****Shared Reading**

- Reads big books or other enlarged texts as a whole class with teacher
- Identifies the sequence of events and the setting of the story
- Uses cover of book to predict ending and storyline

**Group Guided Reading**

- Reads both silently and out loud from own book in a guided reading group with teacher i.e. whole group works on the same story
- Uses phonics, context clues, and structural analysis and sight words when reading



**Formal Assessment Activity 2:****Reading (oral and/ or practical)*****Shared Reading***

- Reads big books or other enlarged texts as a whole class with teacher
- Identifies the sequence of events and the setting of the story
- Answers higher order questions based on the passage read (e.g. “*Do you think...?*” “*Why did...?*” )
- Interprets information from posters, pictures and simple tables such as calendar

***Group Guided Reading***

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Reads with increasing fluency and expression

***Paired/Independent reading***

- Reads aloud to a partner

<b>GRADE 1 HOME LANGUAGE ENGLISH</b> <b>REQUIREMENTS PER TERM</b>	
<b>TERM 3</b>	
<b>WRITING</b>	<b>SUGGESTED CONTACT TIME</b>  <b>Minimum Time:</b> 1 hour 45 minutes per week  <b>Maximum Time:</b> 2 hours per week
<b>CONTENT/CONCEPTS/SKILLS</b>  <b>Handwriting</b>  <b>Formal Lessons four times a week of 15 minutes</b>  <b>Revise the formation of lower case letters and continue to teach the capital letters and the numerals. Demonstrate the correct spacing of letters in a word and words in a sentence.</b> <ul style="list-style-type: none"> <li>• Holds pencil and crayon correctly</li> <li>• Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place automatically</li> <li>• Forms frequently used upper case letters correctly (e.g. B, D, E, F, G, L, M, N, O, P, R, S, and Y)</li> <li>• Forms numerals correctly</li> <li>• Copies and writes words with correct spacing</li> <li>• Copies and writes short sentences correctly</li> </ul> <b>Shared, Group and Independent Writing:</b>  <b>Whole class / small group / individual writing sessions three times a week for 15 minutes building on and linking to the Shared Reading, discussions and personal experiences.</b>  <b>Demonstrate the writing process (drafting, editing, writing and publishing) during Shared Writing. Model the use of correct punctuation and writing in the past tense. Provide additional support to those children who still cannot write a sentence of own news.</b> <ul style="list-style-type: none"> <li>• Writes a message on a card such as a get well card</li> <li>• Writes words to form a sentence using sounds learnt and common sight words</li> <li>• Writes at least two sentences of own news or shared writing using the past tense</li> <li>• Begins to use capital letters and full stops, including capital letters for names</li> <li>• With help uses nouns and pronouns (I, you, she, he, it ) correctly in writing</li> <li>• Contributes ideas and words for a class story in Shared Writing sessions</li> <li>• Writes and illustrates a short sentence on a topic to contribute to a book for the reading corner</li> <li>• Builds own word bank and personal dictionary using initial letter of word such as cat, dog, eat</li> </ul>	
<b>ASSESSMENT</b>  <b>Suggestions for Informal Assessment Activities :</b>  <b>Handwriting</b> <ul style="list-style-type: none"> <li>• Holds pencil and crayon correctly</li> </ul> <b>Formal Assessment Activity 1:</b>  <b>Handwriting</b> <ul style="list-style-type: none"> <li>• Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place automatically</li> <li>• Forms numerals correctly</li> <li>• Copies and writes words with correct spacing</li> </ul>	

**Formal Assessment Activity 2:****Handwriting**

- Forms frequently used upper case letters correctly
- Copies and writes short sentences correctly

**Suggestions for Informal Assessment Activities :****Writing:**

- Writes words to form a sentence using sounds learnt and common sight words
- Begins to use capital letters and full stops, including capital letters for names
- Builds own word bank and personal dictionary using initial letter of word such as cat, dog, eat

**Formal Assessment Activity 1:****Writing**

- Writes words to form a sentence using sounds learnt and common sight words
- With help uses nouns and pronouns (I, you, she, he, it ) correctly in writing
- Contributes ideas and words for a class story in Shared Writing Session

**Formal Assessment Activity 2:****Writing**

- Writes a message on a card such as a get well card
- Writes at least two sentences of own news or shared writing using the past tense
- Begins to use capital letters and full stops, including capital letters for names
- With help uses nouns and pronouns (I, you, she, he, it ) correctly in writing

<b>GRADE 1 HOME LANGUAGE ENGLISH</b> <b>REQUIREMENTS PER TERM</b>	
<b>TERM 4</b>	
<b>LISTENING AND SPEAKING (ORAL)</b>	<b>SUGGESTED CONTACT TIME</b> <b>Minimum Time:</b> 50 minutes per week <b>Maximum Time:</b> 1 hour per week
<b>CONTENT/CONCEPTS/SKILLS</b> <b><i>Daily / Weekly activities in all areas of language and other subjects</i></b> <ul style="list-style-type: none"> <li>• Listens without interrupting, taking turns to speak and asking questions for clarification.</li> <li>• Talks about personal experiences and feelings such as tells news</li> <li>• Listens to stories and expresses feelings about the story</li> <li>• Uses terms such as sentence, capital letter, full stop</li> </ul> <b><i>Twice weekly focussed listening and speaking activities</i></b> <b><i>Weeks 1 - 5</i></b> <ul style="list-style-type: none"> <li>• Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively</li> <li>• Participates in discussions, reporting back on behalf of the group</li> <li>• Uses simple strategies for finding information. For example, carries out a survey on how children come to school</li> <li>• Classifies information. For example, by using loose pictures</li> </ul> <b><i>Weeks 6 - 10</i></b> <ul style="list-style-type: none"> <li>• Listens to instructions and announcements and responds appropriately</li> <li>• Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice</li> <li>• Answers closed and open-ended questions</li> </ul>	
<b>ASSESSMENT</b> <b>Suggestions for Informal Assessment Activities :</b> <b>Listening and Speaking: (oral and/or practical)</b> <ul style="list-style-type: none"> <li>• Listens without interrupting, taking turns to speak and asking questions for clarification</li> <li>• Listens to stories and expresses feelings about the story</li> <li>• Uses terms such as sentence, capital letter, full stop</li> <li>• Participates in discussions, reporting back on behalf of the group</li> </ul> <b>Formal Assessment Activity 1:</b> <b>Listening and Speaking (oral and/ or practical)</b> <ul style="list-style-type: none"> <li>• Talks about personal experiences and feelings (e.g. tells news)</li> <li>• Listens to instructions and announcements and responds appropriately</li> <li>• Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice</li> <li>• Answers closed and open-ended questions</li> </ul>	

## GRADE 1 HOME LANGUAGE ENGLISH

## REQUIREMENTS PER TERM

## TERM 4

## READING AND PHONICS

## SUGGESTED CONTACT TIME

**Minimum Time:** 4 hours 30 minutes per week

**Maximum Time:** 5 hours per week

## CONTENT/CONCEPTS/SKILLS

**Daily Phonic Activities of 15 minutes**

**Introduce new consonant blends. Continue word building and aural recognition activities.**

- Revises common consonant digraphs (sh, ch and th) at the beginning of a word. For example, sh-ip, ch-ip, th-in
- Recognises common consonant digraphs (sh, ch and th) at the end of a word. For example, fi-sh, mu-ch, wi-th
- Uses consonant blends to build up and break down words. For example, sp-o-t, fr-o-g, dr-i-nk, st-i-ck
- Builds words using sounds learnt
- Groups common words into sound families
- Recognises plurals ( 's' and 'es')
- Reads phonic words in sentences and other texts
- Learns to spell ten words a week taken from phonics lessons

**Daily Reading Activities: Group Guided Reading (two groups per day) and two to three Shared Reading sessions per week.**

**Shared Reading**

**Whole class lessons 2 - 3 times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class.**

- Reads as a whole class with teacher big books or other enlarged texts
- Uses book cover to predict what the book is about
- Identifies the initial problem in a story that sets the story in motion. In the story of the *Three Bears* the problem is the morning porridge is too hot and the bears leave their house and go for a walk
- Uses clues and pictures in the book for understanding
- Identifies the sequence of events in what was read
- Recognises cause and effect in a story. The girl got into trouble **because** she broke a window
- Answers open-ended questions based on the passage read
- Interprets information from posters

**Group Guided Reading**

**The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week.**

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Uses phonics, context clues, structural analysis and sight words when reading
- Reads with increasing fluency and expression
- Monitors self when reading, both word recognition and comprehension
- Shows an understanding of punctuation when reading aloud
- Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists

**Paired/Independent Reading (three times a week)**

**Use books from Shared Reading sessions, simple picture story books and books from the reading corner as well as own writing.**

- Reads own writing, starting to correct errors
- Reads books read in Shared Reading sessions and books from the classroom reading corner

**ASSESSMENT****Suggestions for Formal Assessment Activities :****Phonics: (oral and/or practical)**

- Recognises plurals (e.g. 's' and 'es')
- Revises common consonant digraphs (sh, ch and th) at the beginning of a word ( sh-ip, ch-ip, th-in)
- Reads phonic words in sentences and other texts

**Formal Assessment Activity 1:****Phonics (oral and/ or practical and/or written)**

- Recognises common consonant digraphs (sh, ch and th) at the end of a word ( fi-sh, mu-ch, wi-th)
- Uses consonant blends to build up and break down words (sp-o-t, fr-o-g, dr-i-nk, st-i-ck)
- Builds words using sounds learnt
- Groups common words into sound families

**Suggestions for Informal Assessment Activities :****Reading (oral and/or practical)****Shared Reading**

- Uses book cover to predict what the book is about
- Identifies the initial problem in a story that sets the story in motion
- Uses clues and pictures in the book for understanding
- Interprets information from posters

**Group Guided Reading**

- Uses phonics, context clues, structural analysis and sight words when reading
- Monitors self when reading, both word recognition and comprehension
- Shows an understanding of punctuation when reading aloud

**Paired/Independent reading**

- Reads own writing, starting to correct errors

**Formal Assessment Activity 1:****Reading (oral and/ or practical)****Shared Reading**

- Reads big books or other enlarged texts as a whole class with teacher
- Identifies the sequence of events in what was read
- Recognises cause and effect in a story. The girl got into trouble **because** she broke a window
- Answers open-ended questions based on the passage read

**Group Guided Reading**

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story
- Uses phonics, context clues, structural analysis and sight words when reading
- Reads with increasing fluency and expression

**Paired/Independent reading**

- Reads books read in Shared Reading sessions and books from the classroom reading corner

## GRADE 1 HOME LANGUAGE ENGLISH

## REQUIREMENTS PER TERM

## TERM 4

## WRITING

## SUGGESTED CONTACT TIME

**Minimum Time:** 1 hour 45 minutes per week

**Maximum Time:** 2 hours per week

## CONTENT/CONCEPTS/SKILLS

**Handwriting**

**Formal lessons four times a week of 15 minutes**

**Revise the formation of lower and upper case letters. Continue to teach the correct spacing of letters in a word and words in a sentence as children copy words and sentences from the chalkboard and from sentence strips.**

- Holds pencil and crayon correctly
- Forms lower and upper case letters correctly and fluently according to size and position, that is, starts and ends in the correct place
- Copies and writes words with correct spacing
- Copies and writes a sentence correctly

**Shared, Group and Independent Writing**

**Whole class / small group / individual writing sessions three times a week for 15 minutes building on and linking to the Shared Reading, discussions and personal experiences. Use the Shared Writing activities to also model the use of correct punctuation, spelling and grammar (tenses, plurals, prepositions).**

- Contributes ideas for and helps to revise a class/group story (Shared Writing)
- Discusses with classmates ideas for writing
- Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters and full stops
- Writes and illustrates sentences on a topic to contribute to a book for the reading corner
- Spells common words correctly
- Begins to use present and past tense correctly in writing
- Forms the plurals of familiar words by adding 's' or 'es'
- Uses prepositions correctly
- Builds own word bank and personal dictionary using initial letter of word. For example, far, good, hat
- Organises information into a simple graphic form such as chart or timeline, e.g. uses a chart to record the results of a survey on how children come to school

## ASSESSMENT

**Suggestions for Informal Assessment Activities :****Handwriting**

- Holds pencil and crayon correctly
- Forms lower and upper case letters correctly and fluently according to size and position, that is, starts and ends in the correct place
- Copies and writes a sentence correctly

**Formal Assessment Activity 1:****Handwriting**

- Forms lower and upper case letters correctly and fluently according to size and position, that is, starts and ends in the correct place
- Copies and writes words with correct spacing
- Copies and writes a sentence correctly

**Suggestions for Informal Assessment Activities :****Writing**

- Contributes ideas for and helps to revise a class/group story (Shared Writing)
- Discusses with classmates ideas for writing
- Builds own word bank and personal dictionary using initial letter of word. For example, far, good, hat

**Formal Assessment Activity 1:****Writing**

- Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters and full stops
- Spells common words correctly
- Begins to use present and past tense correctly in writing
- Forms the plurals of familiar words by adding 's' or 'es'
- Uses prepositions correctly
- Organises information into a simple graphic form using a chart or timeline, e.g., uses a chart to record the results of a survey on how children come to school



**RECOMMENDED TEXTS/RESOURCES FOR THE YEAR****LISTENING AND SPEAKING**

- Pictures and posters
- Objects related to the themes and topics, puppets, masks etc.
- Story board pieces, jig-saws, tangrams and matching puzzles
- Pictures to sequence
- Improvised costumes for role-play
- Musical instruments (tambourine, percussion sets etc.)
- CD s or tapes with stories (read or told), poems, rhymes and songs, CD player or tape recorder, television and video tapes/ DVDs
- Storybooks and oral stories
- Poems, songs and rhymes

**READING AND PHONICS**

- Pictures and posters
- Phonic wall charts
- Logos and relevant examples of environmental print such as shopping bags, brand names on packaging etc.
- Graded reading scheme/s
- Big books - some produced in Shared Writing sessions
- Nursery rhymes, poems and songs
- Other enlarged texts such as poems, songs, rhymes etc.
- Story books and picture books for the reading corner
- Short 'fun' books with 1-2 sentences on a page for the reading corner
- Flash card labels for classroom items, displays and for sight words
- Name cards for children
- Pointers to use when reading enlarged texts, wall stories, displays

**WRITING AND HANDWRITING**

- Apparatus and materials for hand-eye co-ordination activities: balls of various sizes, hoops, bean bags, scissors, plasticine or play dough, pegboards and pegs, beads and laces, lacing cards and laces, nuts and bolts, clothes pegs, sand tray)
- Writing materials, e.g., pencils, coloured pencils, wax crayons, paint, paintbrushes, blank paper in various sizes (A3, A4, A5), ruler, eraser, blank jotters, 17mm lined jotters
- Writing and sentence strips or charts (desk sized) indicating starting points and correct direction of movement when writing letters
- Flipchart paper and thick Koki pens
- Personal dictionaries