

3.1 GRADE R

GRADE R HOME LANGUAGE ENGLISH REQUIREMENTS PER TERM
SUGGESTED CONTACT TIME PER WEEK : 10 hours SUGGESTED CONTACT TIME PER DAY : 2 hours Integrated in Daily Programme
TERM 1
LISTENING AND SPEAKING (ORAL)
<p>CONTENT/CONCEPTS/SKILLS</p> <p><i>Daily activities in all areas of Language and other subjects.</i></p> <p><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></p> <p><i>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></p> <ul style="list-style-type: none"> • Listens attentively to simple questions and announcements and responds appropriately • Listens to simple instructions and acts on them • Listens to and repeats rhythmic patterns, e.g. clap, clap-clap, clap, and copies correctly • Listens without interrupting • Listens to short stories with enjoyment and joins in choruses at the appropriate time • Sings simple songs and does actions (with help), e.g. 'This is the way I wash my hands, wash my hands, wash my hands...' (Do the same with 'comb my hair....', 'brush my teeth.....') • Recites simple rhymes and does actions (with help) • Listens to and recalls simple word sequences, in order, such as big, beg, bag. Start with three words and build up to four or more so that memory of what the ears have heard is developed • Develops skills to select and identify a specific sound when a background noise is present or music is playing, e.g. select the teacher's voice from noises or sounds in the background • Talks about pictures in posters, theme charts, books etc. related to a minimum of five themes per term • Tells stories and retells stories of others in own words <p>Uses language to develop concepts in all subjects</p> <ul style="list-style-type: none"> • Develops language to develop concepts: shape, colour, age, time and sequence <p>Uses language to think and reason:</p> <ul style="list-style-type: none"> • Identifies and describes similarities and differences • Matches things that go together, and compares things that are different • Classifies familiar items such as puts all toys in box, books on shelves, crayons in tins, sorts according to colour etc. • Identifies parts from the whole such as names and points to parts of the body <p>Uses language to investigate and explore</p> <ul style="list-style-type: none"> • Asks questions • Gives explanations • Solves and completes at least five or more piece jig-saw puzzles

Processes information:

- Picks out selected information from a description

Uses visual and pictorial cues to make meaning

- Recognises and points out common objects in pictures
- Participates in activities to perceive objects in the foreground and the background and to separate them meaningfully such as finds an image in a busy or detailed picture
- Plays games such as 'Where is it?' finding an object hidden in a classroom among other items
- Distinguishes between the shape of different letters and words through activities such as sorting identical objects, viewing sequence of nearly identical pictures, picking out the one that is different and explaining why it is different
- Arranges a set of three pictures in such a way that they form a story and a logical sequence of events when verbalised and relates the story created
- Remembers what the eyes have seen in a memory game. For example: put different objects on the table, children look at these, teacher covers objects and children have to recall what they saw on the table.
- Completes a puzzle or picture

ASSESSMENT**Suggestions for Assessment:****Informal****Oral and / or practical****Observation**

- Listens attentively to simple questions and announcements and responds appropriately
- Sings and recites simple songs and rhymes
- Listens to short stories with enjoyment and joins in choruses at the appropriate time
- Tells stories and retells stories of others in own words
- Develops language to develop concepts for shape, colour, age
- Identifies and describes similarities and differences
- Identifies parts from the whole such as names and points to parts of the body
- Uses language to give explanations
- Solves and completes at least five or more piece jig-saw puzzles
- Recognises and points out common objects in pictures

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1

EMERGENT READING

CONTENT/CONCEPTS/SKILLS

Reading**Emergent reading skills**

- Develops correct eye movements such as following a swinging ball moved from left to right.
- Participates in directionality activities such as moving the body left to right and top to bottom
- Distinguishes between the shapes of different letters and words such sorting objects that are the same, sequencing of pictures, picking out the picture that is different
- Uses sequencing skills to order three pictures and relate the story created
- Uses memory skills to recall items seen such as letters, shapes or concrete objects
- Completes a visual picture such as building puzzles, completing pictures
- Holds the book the right way up and turns pages correctly
- Uses pictures to predict what the story is about: 'reads' pictures and captions showing an understanding that pictures and words are related but different
- Makes up own story by 'reading' the pictures
- Pretends to read and adopts a 'reading voice'
- Recognises own name and names of at least five other children in the class
- Matches words to words on objects and named items such as name cards on tables, door, window

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

Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters of songs and rhymes. Teacher models process with the whole class during discussion or language rings over a minimum of two sessions in the Language Focus Time.

Use at least five Big Books per term.

- 'Reads' enlarged texts such as poems, big books and posters as a whole class with the teacher (Shared Reading)
- Discusses and describes characters in stories
- Draws pictures capturing main idea of the stories, songs or rhymes
- Sequences pictures in a story
- Responds to stories through movement and drama activities or rings

Independent Reading

- 'Reads' independently books for pleasure in the library or classroom reading corner

Phonological/ Phonemic Awareness**Daily 15 minute activities**

Many of the sound activities listed below can be introduced during routines and rings

- Distinguishes aurally between different sounds especially at the beginning of own name
- Identifies a sound that does not belong in a sequence: 'Which sound does not belong - b, b, k, b; d, d, d, t?'
- Identifies whether two given sounds are the same or different: /p/, /p/ [same]; /p/, /d/ [different]
- Can identify that oral sentences are made up of individual words: clap on each word in a sentence where all words have only one syllable [Ben is good]

Relates sounds to letters and words

- Begins to recognise that words are made up of sounds: gives the beginning sound of own name

ASSESSMENT**Suggestions for Assessment:****Informal****Oral and / or practical****Observation**

- Distinguishes aurally between different letter sounds especially at the beginning of own name
- Identifies a sound that does not belong in a sequence: 'Which sound does not belong - b, b, k, b; d, d, d, t?'

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 1

EMERGENT WRITING

CONTENT/CONCEPTS/SKILLS

Emergent Handwriting:***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***

- Develops fine-motor skills for strengthening hands: rolls plasticine, models with play dough, screws nuts onto bolts, plays the piano in the air, etc.
- Develops fine-motor control to strengthen fingers: plays finger rhymes with finger actions or rolls small paper balls between fingers, etc.
- Develops fine-motor control: uses scissors to cut fringes on paper mats etc.
- Develops eye-hand co-ordination: plays catch with bean bags, balls, paper balls, draws with crayons or paints informally during outdoor play etc.
- Develops directionality: moves parts of the body to the left or right, up or down etc.
- Crosses the midline: takes the right hand across the midline to touch the left shoulder etc.
- Forms letters in various ways using the whole body: by using own body to make the letter 'l'
- Traces simple outlines of pictures and patterns
- Copies patterns onto pegboards
- Uses a range of writing tools: paint brushes, wax crayons etc. during free indoor play or creative art activities
- 'Writes' in sand trays

Emergent Writing:

- Draws or paints pictures to convey messages during creative art activities such as about a personal experience
- Understands that writing and drawing are different: pretend writing represented using squiggles
- 'Reads' own writing: 'reads' what squiggles 'say'
- Role-plays writing in play situations: takes a telephone message, writes a traffic fine etc.
- Copies known letters in own name to represent writing: copies own name
- 'Writes' from left to right and top to bottom
- Contributes ideas for a class news book by means of drawings

Works with words

- Groups words: those that start with same initial sound such as 'Charmaine' and 'Shireen'; or same letter such as 'Mpho' and 'Michael')
- Identifies name in print

ASSESSMENT**Suggestions for Assessment:*****Informal******Oral and / or practical******Observation***

- Draws or paints pictures to convey messages during creative art activities such as about a personal experience
- Forms letters in various ways using the whole body: by using own body to make the letter 'l'
- 'Writes' in sand trays
- Understands that writing and drawing are different: pretend writing represented using squiggles
- 'Reads' own writing: 'reads' what squiggles 'say'
- Uses a range of writing tools: paint brushes, wax crayons etc. during free indoor play or creative art activities

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

LISTENING AND SPEAKING (ORAL)

CONTENT/CONCEPTS/SKILLS

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

- 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

- 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

ASSESSMENT**Suggestions for Assessment:*****Informal******Oral and / or practical******Observation***

- Listens without interrupting, taking turns to speak
- Sings songs, recites rhymes and performs actions with the whole class
- Recites poems and rhymes and adds actions to them in a group
- Tells stories and retells the stories of other children in own words
- Uses language to develop concepts in all subject areas such as quantity, direction, time, sequence, colour, age
- Participates in discussions and asks questions
- Finds specified images in a busy or detailed picture
- Identifies and describes similarities and differences
- Looks carefully at pictures and talks about common experiences

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

EMERGENT READING

CONTENT/CONCEPTS/SKILLS

Reading**Emergent reading**

- 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'

Shared Reading

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 at least five Big Books per term.

- 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**Daily 15 minute activities**

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

ASSESSMENT**Suggestions for Assessment:****Informal****Oral and / or practical****Observation**

- Understands that print communicates meaning: words can represent own name, names of people, places and things
- Holds the book the right way up and turns pages correctly when 'reading'
- '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
- Distinguishes aurally between different sounds especially at the beginning of words

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 2

EMERGENT WRITING

CONTENT/CONCEPTS/SKILLS

Handwriting**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**

- 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

ASSESSMENT**Suggestions for Assessment:*****Informal******Oral and / or practical******Observation***

- Draws pictures to convey a message such as own 'news'
- Develops large muscle control: work in pairs or on own to form letters with their bodies
- Begins to form letters using finger painting, paint brushes, wax crayons
- 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'
- Begins to 'write' observing conventions of directionality: 'writes' from left to right, top to bottom of page

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

LISTENING AND SPEAKING (ORAL)

CONTENT/CONCEPTS/SKILLS

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

- Listens attentively to questions and gives answers
- Listens to announcements and responds appropriately
- Listens to a complex string of instructions and acts on them
- Listens without interrupting, showing respect for the speaker and takes turns to speak
- Tells stories and retells other children's stories in own words
- Sings songs and rhymes and performs actions on own
- Recites poems and rhymes and adds actions to them with growing confidence
- Listens to longer stories and shows understanding by answering questions related to the story
- Sequences pictures of a story
- Listens to and recalls in order simple word sequences. For example, rat, mat, cat, sat. Start with three words and build up to four or more
- Talks about pictures in posters, theme charts, books etc. related to a minimum of five themes per term

Uses language to develop concepts

- Uses language to develop concepts in all subjects. For example, Mathematics: quantity, size, time, shape, age, direction and colour during ring time or informally during free play

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 own criteria
- Identifies parts from the whole (e.g. parts that make up a picture)

Uses language to investigate and explore

- Asks questions and looks to books for explanations
- Gives explanations and offers solutions
- Completes between ten and twenty piece jig-saw puzzles

Processes information:

- Picks out selected information from a description

Uses visual and pictorial cues to make meaning

- Understands that pictures and photographs convey meaning about events, people, places and things and talks about these
- Looks carefully at pictures and talks about common experiences
- Isolates images from the foreground and background in pictures and simple designs
- Finds object hidden in a classroom among other items and guides peers to items using simple directions
- Distinguishes between the shape of different letters and words (e.g. 'c' and 'a')
- Sequences pictures and relates the story created

ASSESSMENT**Suggestions for Assessment:*****Informal******Oral and / or practical******Observation***

- Listens attentively to questions and gives answers
- Listens without interrupting, showing respect for the speaker and takes turns to speak
- Sings songs and rhymes and performs actions on own
- Tells stories and retells other children's stories in own words
- Uses language to develop concepts in all subjects (e.g. Mathematics - quantity, size, time, shape, age, direction and colour)
- Matches things that go together, and compares things that are different
- Understands that pictures and photographs convey meaning about events, people, places and things and talks about these
- Looks carefully at pictures and talks about common experiences

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

EMERGENT READING

CONTENT/CONCEPTS/SKILLS

Reading:**Emergent reading skills**

- Develops eye movements. For example, follows a pencil moved from left to right
- Develops directionality: 'reads' a series of pictures or arrows from left to right and top to bottom
- Can match words to objects: matches labels to labelled items on an interest table
- Uses pictures to understand simple phrases and sentences in a book. For example, a picture of a dog and a sentence that reads 'Look at the dog.'
- Holds the book the right way up and turns pages correctly
- Interprets pictures to make up own story, that is, 'reads' the pictures
- Distinguishes pictures from print: points to a word and asks what the word is
- Pretends to 'read' and adopts a 'reading' voice
- 'Reads' high frequency words in the community: road signs, shop names
- Begins to recognise high frequency words used in the classroom: weather words, days of the week, peers' names, months of the year
- 'Reads' picture books with three or four predictable sentences. For example, It is a dog. Look at the dog. It is a big dog.
- Acts out a story, song or rhyme
- Recalls details and states main idea from a story read by the teacher
- Draws pictures of stories, songs or rhymes
- Discusses book handling and care
- Listens to, and discusses, stories and other texts read aloud
- Uses words like 'sound', 'word', 'letter', 'rhyme', 'beginning', 'middle', 'end' when talking about text

Shared Reading

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.

- 'Reads' big books or other enlarged texts as a whole class with the teacher
- 'Reads' class or group generated texts. For example, sentences written by the teacher while the children are watching, talking and dictating
- Makes links to own experience when reading with the teacher, viewing television or pictures
- Describes the characteristics of characters in stories or television and gives opinions
- Identifies the sequence of events in simple stories
- Uses cover of book and illustrations throughout the text to predict storyline
- Joins in the shared reading of texts with increasing confidence and enjoyment
- Answers a range of questions based on the story read

Independent Reading

- 'Reads' books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books

Phonological/Phonemic Awareness**Daily 15 minute activities****Many of the sound activities listed below could be introduced during routines and rings**

- Segments oral sentences into individual words using words of one syllable first (e.g. Sam - is - a - boy)
- Divides multisyllabic words into syllables: uses claps or drumbeats on each syllable in words and names such as 'cup-board', 'Jacqueline'. Children then count the syllables
- Identifies rhyming words in well known rhymes and songs and in sequences of rhyming words such as Incey Wincey Spider...
- Substitutes rhyming words in common songs and rhymes. For example, Humpty Dumpty sat on a ball. Humpty Dumpty said "Oh! I'll fall".
- Recognises and names some letters of the alphabet especially own name. For example, My name, Diane, begins with a letter d

Relates sounds to letters and words

- Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words. For example, in Helen's name she tells the teacher as she points to the 'h' that it says /h/
- Understands that words consist of more than one sound. For example, 'hand' has four sounds h-a-n-d
- Recognises sounds at the beginning of some words: friends' names or names of animals

ASSESSMENT**Suggestions for Assessment:****Informal****Oral and / or practical****Observation**

- Uses pictures to understand simple phrases and sentences in a book. For example, a picture of a dog and a sentence that reads 'Look at the dog.'
- Can match words to objects: matches labels to labelled items on an interest table
- Holds the book the right way up and turns pages correctly
- Interprets pictures to make up own story, that is, 'reads' the pictures
- 'Reads' class or group generated texts. For example, sentences written by the teacher while the children are watching and talking and dictating
- Describes the characteristics of characters in stories or television and gives opinions
- 'Reads' high frequency words in the community: road signs, shop names
- Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words. For example, in Helen's name she tells the teacher as she points to the 'h' that it says /h/
- Recognises and names some letters of the alphabet especially own name

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 3

EMERGENT WRITING

CONTENT/CONCEPTS/SKILLS

Emergent Handwriting:**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**

- Develops fine motor skills for strengthening hand muscles: forms letters with play dough, threads lacing cards, beads
- 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 etc., creates drawings, 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: uses finger painting, paint brushes, wax crayons, pegboards or elastic boards
- 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 words and letters onto paper
- Holds crayons using an acceptable pencil grip and writes using a good writing position

Emergent Writing:

- Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word or phrase to a drawing
- 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
- Role plays writing in play situations. For example, 'writes' lists
- Begins to 'write' observing conventions of directionality: 'writes' from left to right, top to bottom of page
- Copies print from the environment when playing. For example, labels from advertisements
- Contributes ideas for a class news book
- Uses writing tools with greater confidence and ease: crayons and pencils

Works with words

- Groups pictures of rhyming words, e.g. 'bat', 'cat', 'hat'
- Identifies a letter or a space between words in print, e.g. their names or familiar words or in a book
- Contributes sentences to a class piece of writing: child dictates as the teacher writes
- Uses terms like 'beginning', 'middle', 'end', 'sound', 'word', 'letter' when talking about texts

ASSESSMENT

Suggestions for Assessment:**Informal****Oral and / or practical****Observation**

- Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word or phrase to a drawing
- 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
- Role plays writing in play situations. For example, 'writes' lists
- Begins to 'write' observing conventions of directionality: 'writes' from left to right, top to bottom of page

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

LISTENING AND SPEAKING (ORAL)

CONTENT/CONCEPTS/SKILLS

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

- Listens attentively to questions and gives answers
- Listens to announcements and responds appropriately
- Passes on messages
- Listens to complex string of instructions and acts on them
- Listens without interrupting, showing respect for the speaker and takes turns to speak
- Listens to longer stories and shows understanding by answering questions related to the story
- Tells stories and retells other children's stories in own words
- Sings songs and rhymes and performs actions on own with confidence
- Recites poems and rhymes and adds actions to them with confidence
- Sequences pictures of a story
- Participates in discussions and asks questions
- Listens to and recalls simple word sequences such as 'spark', 'bark', 'cart', 'start'. Start with three words and build up to four or more
- Talks about pictures in posters, theme charts, books related to a minimum of five themes per term

Uses language to develop concepts

- Uses language to develop concepts in all subjects such as quantity, size, shape, direction, colour, speed, time, age and sequence

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 own criteria and more complex criteria such as textures
- Identifies parts from the whole in a 2-Dimensional format and constructs in 3-Dimensional format. Copies a picture or a pattern from a card [2-D] using blocks or plastic shapes [3-D]

Uses language to investigate and explore

- Asks questions and looks to books, television, computers for explanations
- Listens to problems and offers solutions
- Completes 20 piece or more jig-saw puzzles

Processes information:

- Picks out selected information from an oral description. For example, listens for the starting time of an event from an announcement

Uses visual and pictorial cues to make meaning

- Understands that pictures and photographs convey meaning about events, people, places and things and talks about these
- Uses pictures to predict content of stories
- Identifies the foreground and background in pictures as separate elements
- Plays direction games with teacher and friends. Example: 'snakes and ladders' board game
- Distinguishes between the shapes of different letters and words: sorts plastic letters into groups of the same letter
- Matches pictures and words using puzzles

ASSESSMENT**Suggestions for Assessment:*****Informal******Oral and / or practical******Observation***

- Listens without interrupting, showing respect for the speaker and takes turns to speak
- Sings songs and rhymes and performs actions on own with confidence
- Tells stories and retells other children's stories in own words
- Identifies and describes similarities and differences
- Matches things that go together, and compares things that are different
- Looks carefully at pictures and talks about common experiences
- Uses language to develop concepts in all subjects: quantity, size, shape, direction, colour, speed, time, age and sequence

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

EMERGENT READING

CONTENT/CONCEPTS/SKILLS

*Reading**Emergent reading skills*

- Matches words to pictures in print such as word-picture puzzles
- Interprets pictures to construct ideas. For example, makes up own story and 'reads' the pictures
- Distinguishes pictures from print. For example, points to a word and asks for it to be read
- 'Reads' personal texts such as sentences written by the teacher
- Begins to 'read' high frequency words seen in the classroom and at school: door, cupboard etc.
- 'Reads' picture books of increasing complexity
- Acts out a story, song or rhyme
- Recalls details and states main idea
- Draws pictures of stories, songs or rhymes
- Discusses book handling and care

Shared Reading

Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters etc. (a minimum of five Big Books per term)

- Reads big books or other enlarged texts as a whole class with the teacher
- 'Reads' class generated texts such as sentences scribed by the teacher, in a group with the teacher
- Points at words rather than pictures when 'reading'
- Makes links to own experience when reading with the teacher, viewing television or pictures
- Describes the characteristics of characters in stories or television and gives opinions
- Identifies the sequence of events in simple stories
- Uses cover of book and illustrations throughout the text to predict storyline
- Joins in the shared reading of texts with increasing confidence and enjoyment
- Answers a range of questions based on the story read

Independent Reading

- 'Reads' books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books

*Phonological/Phonemic Awareness**Daily 15 minute activities*

Many of the sound activities listed below could be introduced during routines rings

- Segments oral sentences into individual words. For example, claps on each word in a sentence using words of one syllable first - 'It is time for lunch'.
- Divides multisyllabic words into syllables: crocodile - croc-o-dile
- Identifies rhyming words in well known rhymes and songs and in sequences of rhyming words
- Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words
- Recognises and names some letters of the alphabet such as letters in own name
- Relates sounds to letters and words and understands that words consist of more than one sound: duck is d-u-ck - done aurally
- Recognises sounds at the beginning of some words
- Begins to recognise that words are made up of sounds such as the beginning letter/s of their names

ASSESSMENT**Suggestions for Assessment:****Informal****Oral and / or practical****Observation**

- Interprets pictures to construct ideas: makes up own story and 'reads' the pictures
- Reads big books or other enlarged texts as a whole class with the teacher
- Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words
- Recognises and names some letters of the alphabet such as letters in own name

Use checklists and a holistic rubric for Language assessment

GRADE R HOME LANGUAGE ENGLISH

REQUIREMENTS PER TERM

TERM 4

EMERGENT WRITING

CONTENT/CONCEPTS/SKILLS

Emergent Handwriting***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***

- Develops fine motor skills for strengthening hand muscles
- Plays finger rhymes with finger actions
- Uses scissors to cut out bold outlined pictures, shapes etc.
- Plays catch with bean bags, large or tennis balls, paper balls etc. as well as through creating drawings, making more complex patterns with crayons
- Form letters with their bodies in pairs or on their own
- Forms letters using finger paint, 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, words and letters
- Uses a range of writing tools such as paint brushes, wax crayons
- Forms letters with a variety of writing tools such as crayons, pencils, chalk
- Holds crayons correctly showing preference for a particular hand to be used: left/right hand dominance
- Forms **some** lower case letters correctly, that is, starts and ends in the correct place

Emergent Writing:

- Draws pictures to convey a message about a personal experience and uses this as a starting point for writing: with help adds a word, phrase or sentence
- Copies letters and numerals from the classroom environment when 'writing'
- 'Reads' own and others 'writing'
- 'Writes' and asks others to give meaning to what has been written
- Role plays 'writing' in play situations. For example, 'writes' lists
- 'Writes' observing conventions of directionality: 'writes' from left to right, top to bottom of page
- Copies print from the environment when playing such as labels from advertisements
- Makes attempts at familiar forms of writing, using known letters. For example, 'writes' a letter home
- Contributes ideas for a class news book
- Uses writing tools with increased confidence and ease

Works with words

- Groups pictures of rhyming words such as 'can', 'fan', 'pan'
- Copies short sentences and words written by the teacher
- Identifies a letter or a space between words in print such as their names or familiar words or in a book
- Contributes sentences to a class piece of writing: child dictates as the teacher writes
- Uses terms like 'beginning', 'middle', 'end', 'sound', 'word', 'letter', 'rhyme'

ASSESSMENT**Suggestions for Assessment:*****Informal******Oral and / or practical******Observation***

- Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word, phrase or sentence
- 'Writes' and asks others to give meaning to what has been written
- 'Reads' own and others' 'writing'
- Copies letters and numerals from the classroom environment when 'writing'
- Makes attempts at familiar forms of writing, using known letters. For example, 'writes' a letter home

Use checklists and a holistic rubric for Language assessment

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

- Pictures and posters
- Colour charts
- Number charts
- Games
- Objects related to the themes and topics
- Story board pieces
- Pictures to sequence
- Jig-saw puzzles (at least 20 pieces)
- Toys such as blocks, construction toys, cars, dolls, puppets, masks etc.
- Sand tray and water play items
- Plastic bottles, jars, boxes etc.
- CDs or tapes with stories (read or told), poems, rhymes and songs, CD player or tape recorder, television and video tapes/ DVDs
- Musical/ percussion instruments, e.g. a drum, bells, sticks etc.

READING AND PHONICS

- Pictures and posters
- Alphabet charts
- Big books - some produced in Shared writing sessions
- Enlarged texts such as poems, songs, rhymes etc.
- Story books and picture books
- Logos and relevant examples of environmental print
- Newspapers and magazines
- Flash card labels for classroom items and displays
- Name cards for children
- Pointers for both teacher and groups of children to use when reading enlarged texts, wall stories, displays
- Fantasy corner
- Theme table
- Daily helpers' chart
- Birthday and weather chart

WRITING AND HANDWRITING

- Apparatus such as balls of various sizes, hoops, bean bags, pegboards and pegs, beads and laces, lacing cards and laces, nuts and bolts, clothes pegs
- Materials such as scissors, plasticine or play dough, paint, paint brushes, wax crayons, chalk and slates or white boards and markers
- Newsprint
- Writing strips or charts where letters of the alphabet are written in print script with correct starting points and writing direction indicated
- Blank paper in various sizes (A3, A4, A5)
- Sand tray