

# RHODES UNIVERSITY SHORT COURSES

## PLANNING AND PROGRESSION



Name: \_\_\_\_\_

## Where to access Funda Wande materials

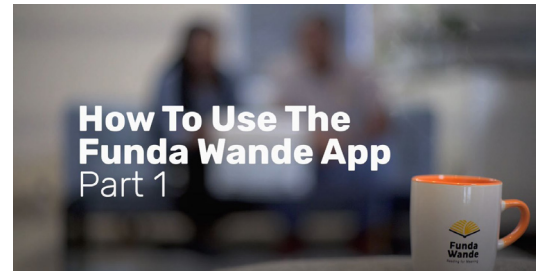
• The **Funda Wande Reading for Meaning** Course for teachers is available on the Funda Wande APP:  
[funda.fundawande.org](https://funda.fundawande.org)

A **video** showing how to get onto and navigate this APP is available at: <https://www.youtube.com/watch?v=LObE1HEuoGA>

– **PDF versions of the APP** (with text and reference to videos on youtube) are available on Funda Wande’s website: <https://fundawande.org/learning-resources>

– **Videos** can be found on the Funda Wande youtube channel: [https://www.youtube.com/channel/UCdbzR2fVsW5AtaQY\\_WYbvHw](https://www.youtube.com/channel/UCdbzR2fVsW5AtaQY_WYbvHw)

– **Other supporting materials** such as the Vula Bula stories (in 6 languages) and Funda Wande lesson plans (in isiXhosa and English) are available on the Funda Wande website: <https://fundawande.org/learning-resources>



## Funda Wande Course Modules

1. CAPS Reading Activities
2. Emergent Literacy
3. Teaching Decoding
4. Teaching Vocabulary
5. Teaching Comprehension
6. Teaching Writing and Handwriting
7. Teaching EFAL in Foundation Phase 1
8. Teaching EFAL in Foundation Phase 2
9. Developing a Culture of Reading
10. Inclusive Education
11. Reading Assessment and Remediation
12. Planning and Progression

## Logging in to the Rhodes Course on the Funda Wande App.

1. Connect to the internet via mobile phone, pc or tablet



2. Use Google chrome and insert the following link

<https://funda.fundawande.org/login/>



3. If this is your first time, first register for the open course.

The screenshot shows the Funda Wande login and registration interface. At the top left is the Funda Wande logo and the tagline 'Reading for Meaning'. Below it, there are language selection buttons for 'English' and 'Xhosa'. The main content area is split into two columns. The left column contains input fields for 'ID Number' and 'Password', each with a placeholder 'Enter your ID number' and 'Enter your password' respectively. Below these is a 'Log in' button and a link 'Get help logging in'. The right column contains a paragraph of text describing the course and a prominent orange button labeled 'Register for the open course' which is highlighted with a red box. Below this button is a link 'Get help logging in'.

4. Fill in the registration form and press the orange 'register' bar.

The screenshot shows the registration form. It includes the Funda Wande logo and tagline. There are language selection buttons for 'English' and 'Xhosa'. The form fields include 'First Name', 'Last Name', 'ID Number', 'School or University', and 'Province'. Below these fields is a 'Register' button highlighted with a red box. At the bottom, there is a note: 'Already have an user account? Click here to log in'.

5. You will know you have successfully registered if you see this. Click on 'Go to Login'.

The screenshot shows a confirmation message. It features the Funda Wande logo and tagline. Below the logo, there is a text box that says: 'You are registered! Click the button below to go to login page, use your ID number as the password:'. Below this text is a button labeled 'Go to Login' highlighted with a red box.

6. Anyone who is registered can log in on this page. Type in your ID Number and use the same ID Number as your password. Press 'Log in' to proceed.

The screenshot shows the login page, which is identical to the registration page. The 'ID Number' and 'Password' input fields are highlighted with red boxes. The 'Register for the open course' button is also visible on the right side.

7. Choose English and then start the Rhodes Course

The screenshot shows a dashboard with three course cards. The first card is 'EC Intervention: Teaching Reading in FP (Xho)', the second is 'EC Intervention: Teaching Reading in FP (Eng)', and the third is 'Rhodes Course: Teaching Reading for Meaning (English)'. Each card has a 'Start Course' button. The 'Rhodes Course' card is highlighted with a red box around its 'Start Course' button. A modal window is open in the center, titled 'Language Preference/ Ukukhetha Ulwimi', with 'English' and 'Xhosa' buttons. The 'English' button is highlighted with a red box.

# Planning and Progression

## 12.1

## Planning: Reasons and Principles

7 lessons in this unit



L1:  
What is  
planning?



L2:  
Why do  
teachers  
plan?



L3:  
Why plan  
for FP  
literacy?



L4:  
Principles  
of planning



L5:  
Planning  
and  
progression



L6:  
Find out  
more



L7:  
Review



### L1: What is Planning?

#### Outcomes

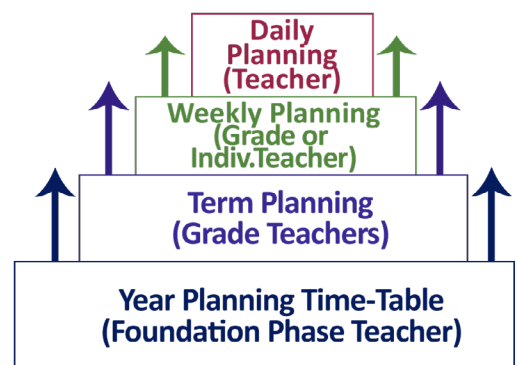
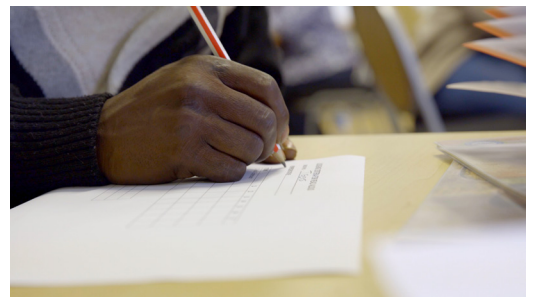
The student who has worked through this lesson will understand:

- **Understand** what planning is
- **Know** the difference between macro-planning and micro-planning
- **Know** what planning involves

#### What is Planning?

To plan is to prepare for future teaching by organising the work to be covered:

- During the year;
- For each term;
- For each week;
- For each day.



## Macro-planning and micro-planning

When you do **Macro-planning**, you plan for longer periods: a year or a term.

**Micro-planning** involves paying attention to small details and is done when you plan for the daily activities within each week.

Watch **video 41**.

Questions to think about as you watch:

- What kind of planning is Zaza doing here?
- What kind of planning has she already done?



**Play Audio**



1. MACRO-PLANNING: THE BIG PICTURE



2. MICRO-PLANNING: THE FINER DETAILS



3. MICRO-PLANNING: THE FINER DETAILS



4. MICRO-PLANNING: THE FINER DETAILS



## What does planning involve?

There are a number of things to think about when you plan. Don't become discouraged when you see how many! You will deal with each in its own time. We will refer to this table throughout the module.

CAPS	Time	Pacing	Coherence	Inclusion	Resources	Progression	Assessment
What CAPS says must be taught in each term, and how.	When different topics and skills will be taught, and for how long.	Moving from one aspect to another at the right time and pace	How different sections link together and lead on to one another (often through themes)	Catering for learners with different strengths and skills (e.g. in GGR)	The resources you will need and how to use them (Zaza is doing this!)	Making sure that learners make progress	Assessing progress

## Pre-planned lessons

Some of you may be using a text-book or a scripted course, where most of the planning has been done for you. As we go forward, we will also think about the planning you may still need to do.



## Reflection

Think about your own planning:

1. Do you plan, or do you follow someone else's plan? (e.g. text book or some scripted lesson)

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2. If you plan, when do you do it, and with whom?

---

3. If you use a scripted course or text-book, what kinds of planning do you still need to do?

---

4. Which of the aspects of planning in the table above do you find most challenging? Why?

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### Activity

Click True or False.

- 1 Planning for the year is macro-planning.
  - True
  - False
- 2 Term planning should be done by the whole group of Foundation Phase teachers.
  - True
  - False
- 3 You cannot include a learner who battles with reading in your plan.
  - True
  - False
- 4 Your plan should focus on one aspect of the curriculum (e.g. phonics) for a specific period (e.g. 3 weeks).
  - True
  - False
- 5 If you are following a set of scripted lessons, certain kinds of planning still need to be done.
  - True
  - False



## L2: Why do teachers plan?

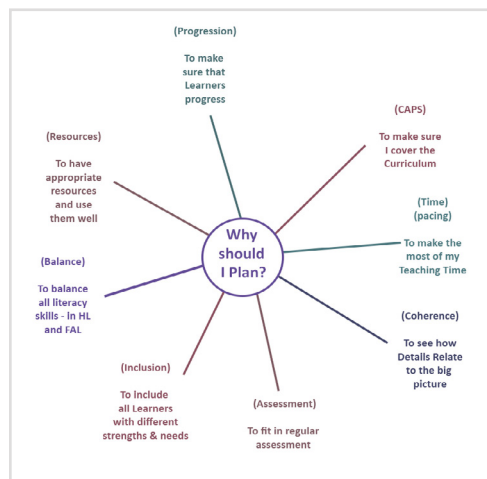
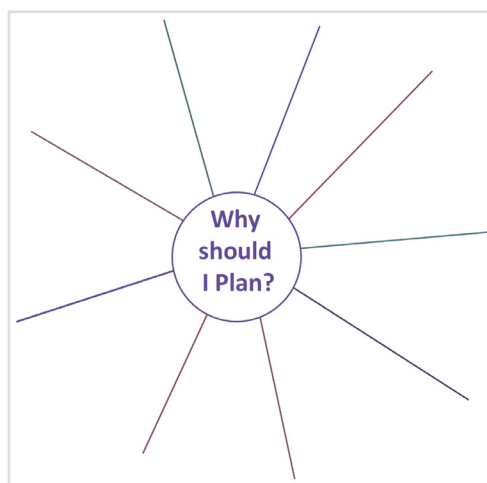
### Outcomes

Think about reasons for teachers to plan.

### Your own reasons:

Think about and mind-map some reasons why you should plan in the ways discussed in the last lesson. Then look at the reasons we thought of, on the right.

Think about your own mind map and this one. Add to yours what you may have left out. What do you notice about these reasons? (Look back at Lesson 1.)



## A few more reasons!

Here is how *Professor Chris Kyriacou*, from the Oxford University Press Education Blog describes some of the benefits of planning.

### Reflection

Think about your own planning

1. Many teachers don't give enough time to planning. Do you?
2. Why would you like to give more time to planning in the future.

"Plans help relieve day to day stress."

"... you'll have more time to get

on with the business of assessing pupils' progress whilst the lesson is going on - and you'll buy yourself some golden time to deal with the unexpected."

"... the planning process forces you to make explicit how and why your teaching will be effective for every one of your pupils."

PROFESSOR CHRIS KYRIACOU

#### Activity

Click True or False.

- 1 Planning adds to the stress of teaching.  
 True  
 False
- 2 A teacher plans so as to balance all the parts of the curriculum which have to be covered.  
 True  
 False
- 3 Forward planning gives you space to do informal assessment.  
 True  
 False
- 4 The most important reason for planning is to fulfil Departmental requirements.  
 True  
 False
- 5 A good plan helps me make sure that my learners progress.  
 True  
 False



## L3: Why plan for FP literacy?

### Outcomes

Think about and understand the special reasons for Foundation Phase teachers to plan.

### CAPS literacy activities

- In the CAPS for HL, there are a number of 15-minute literacy activities which have to be carried out each day (or sometimes 3 days a week).
- The CAPS for FAL requires most of the same activities.
- You need to plan for these, so that each mini-lesson builds logically on the previous one and learners make progress.
- You need to weave them all together so that learners' literacy skills develop.

### e.g. Grade 2 activities to fit into the timetable

The following literacy activities have to be fitted into a Grade 2 timetable each week. Many Education Districts provide teachers with weekly timetables. However, it is very important that you know how to do the planning yourself, so that you can make the timetable work.

Home Language – every week					
Listening & speaking (3 x 15 min), including listening to stories (5 x 10 min)	Shared reading (3 x 15 mins)	Phonics (5 x 15 mins)	Handwriting (3 x 15 mins)	Group guided reading, paired and independent reading (5 x 15 mins x 2 = 30 mins)	Writing (4 x 15 mins)
First Additional Language – every week (suggestions from Module 8, Unit 5.2)					
Listening and speaking (1 x 15 mins)	Shared reading (3 x 15 mins)	Phonics (1 x 15 mins)		Group guided reading, independent work (5 x 15 mins x 2 = 30 mins)	Writing (2 x 15 mins)

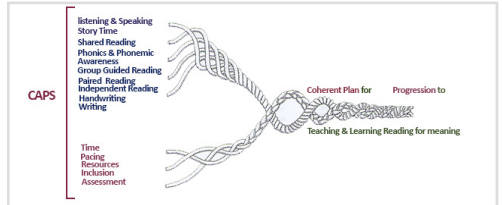
### Integration with Subject Themes

The CAPS reminds us that language learning is integrated into Mathematics and Life Skills, as language is used across the curriculum. Keep this in mind when you plan themes for your teaching.

“Many of the Listening and Speaking Language skills will be developed within Mathematics and Life Skills, which is made up of many subjects such as Creative Arts and Beginning Knowledge including Personal and social Well-being, Natural Sciences and Technology and the Social Sciences. Themes and topics can be selected from these subject areas.” CAPS Page 8.

### Reflection

- Think about the difficulties you experience fitting in all the different 15-minute 'lessons' in your day.
- What helps you most in getting it right?
  - Where do things go wrong? What aspects do you need help with?
  - How do you integrate Literacy and Language work with Maths and Life Skills?





## L4: Principles of Planning

### Outcomes

Understand the principles of planning for literacy teaching in the Foundation Phase.

### Planning Principles

Always start by laying out the big picture (**macro planning**) and then work your way towards the weekly and daily details (**micro planning**). We have already described what this means, in Lesson 1, and will make it more practical in Unit 2.

Have a look:

**1. Do macro planning (for the year) with all your Foundation Phase colleagues.** Consider the **learners' final results**, if available, in this planning. This planning should take place at the end of the previous year and will produce:

- A year plan (with holidays, public holidays and special events);
- Decisions about time for HL and FAL, if necessary;
- A FP time-table.

**2. Do planning for the term with colleagues at your grade level.** Consider assessment results for the previous term. This planning should take place at the end of the previous term and will produce:

- Plans for each week (remember events on the year plan);
- The plans will specify themes per week and which part of CAPS will be dealt with each week.

**3. Do micro planning (for the week) with colleagues at your grade level (or on your own).** Consider base-line assessments / assessments from previous week. This planning should take place at the end of the previous week and will:

- fill in details on the weekly timetable, which specifies when each subject and skill will be focused on. (You will refer to the term plans for content.)
- Think about resources; share difficulties and possible approaches
- Form groups for GGR, at beginning of the year (on your own).

**4. Do micro planning per day on your own.** Consider your informal assessment tools and notes. Think about learners who need special attention. Decide on specific stories and activities. Adjust the details on the weekly plan in the light of each day's experience.

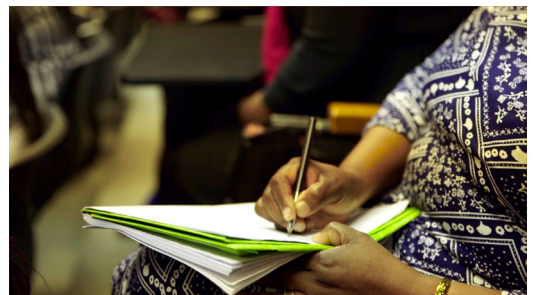
### Reflection

Think about how you plan at your school

– Do you plan following the principles described above?

– Will it be possible for you to work according to the principles given above?

– What are your thoughts?



## Activity

Click, next to the following statements, one or more of the following: Year Planning; Term Planning; Weekly Planning; Daily Planning.

- 1 Produce a plan for the week, for your Grade.
  - Year Planning
  - Weekly Planning
  - Term Planning
  - Daily Planning
- 2 Examine the CAPS curriculum per term and fill in what will be dealt with per week.
  - Weekly Planning
  - Year Planning
  - Daily Planning
  - Term Planning
- 3 Adjust details of the weekly plan, in the light of what happened the previous day.
  - Year Planning
  - Daily Planning
  - Weekly Planning
  - Term Planning
- 4 Establish cross-curricular themes per week.
  - Daily Planning
  - Weekly Planning
  - Term Planning
  - Year Planning
- 5 Produce a year plan which shows which days are available for teaching.
  - Daily Planning
  - Term Planning
  - Year Planning
  - Weekly Planning
- 6 Make sure you know how to handle transitions between mini-lessons
  - Term Planning
  - Daily Planning
  - Yearly Planning
  - Weekly Planning
- 7 Consider the special needs of particular learners.
  - Weekly Planning
  - Daily Planning
  - Year Planning
  - Term Planning
- 8 Produce a time-table for the Foundation Phase.
  - Term Planning
  - Weekly Planning
  - Year Planning
  - Daily Planning
- 9 Consult informal assessment notes.
  - Daily Planning
  - Year Planning
  - Term Planning
  - Weekly Planning
- 10 Share difficulties and possible approaches.
  - Daily Planning
  - Term Planning
  - Year Planning
  - Weekly Planning



## L5: Planning and progression

### Outcomes

Consider ways in which good planning can promote learner progress.

– It is very easy to stand in front of a class day after day, thinking that you are teaching, and yet the learners are standing still – their knowledge and skills are not developing.

– Progression does not simply mean moving from one grade level to the next; it means that skills, knowledge, attitudes and values are developing and improving.

– Our planning must ensure that learners make progress.



STANDING STILL; MAKING PROGRESS.

### How do you ensure that learners make progress?

The following things, in combination, can help ensure that learners progress:

**Planning**, using the curriculum (CAPS)

**Setting outcomes**, in line with CAPS assessment guidelines per term

#### ENGLISH HOME LANGUAGE GRADES R-3

GRADE 2 HOME LANGUAGE ENGLISH REQUIREMENTS PER TERM	
TERM 1	
READING AND PHONICS	SUGGESTED CONTACT TIME
	Minimum Time: 4 hours 30 minutes per week Maximum Time: 5 hours per week
<b>CONTENT/CONCEPTS/SKILLS</b> <i>Daily Phonic Activities of 15 minutes:</i> Revise the single letters and consonant digraphs taught in Grade 1. Introduce common vowel digraphs. Simultaneously work on word building and aural recognition activities. Use opportunities to revise the phonics being taught in other Language activities, for example in Shared Reading and Shared Writing. <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters</li> <li>Revises word families with short vowel sounds: -at, -ag, -am, -it, etc.</li> <li>Revises common consonant digraphs: sh, ch, th</li> <li>Recognises 'wh' at the beginning of a word such as wh-en, wh-y, wh-at, etc.</li> <li>Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng</li> <li>Revises common consonant digraphs (sh, ch, th) at the end of words such as fi-sh, ri-ch, clo-th</li> <li>Recognises vowel digraphs such as 'oo' as in moon and 'ee' as in tree</li> <li>Recognises rhyming words such as rack, sack, back, lack, pack</li> <li>Builds 3 and 4-letter words using the single letters and digraphs taught this term</li> <li>Reads words from phonics lessons in sentences and other texts</li> <li>Learns to spell ten words a week taken from phonics lessons</li> </ul> <i>Daily Reading Activities</i> Group guided Reading (two groups per day) and 2 - 3 Shared Reading sessions per week. <b>Shared Reading</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. 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 (e.g. literal, reorganisation, inferential, evaluation and appreciation). Model the use of phonic decoding skills when reading and other strategies that include context clues and structural analysis. Model the five finger strategy where each finger represents a strategy the reader can use to systematically figure out how to read an unknown word and its meaning. <ul style="list-style-type: none"> <li>Reads simple instructions in the classroom</li> <li>Interprets pictures and other print media such as a photograph or an advertisement, to make up own story. 'Reads' the photograph or advertisement</li> <li>Reads books as a whole class with teacher (shared reading) and describes the main ideas</li> <li>Uses visual cues to predict what the story is about: the cover of the book, illustrations in the book</li> <li>Expresses a personal response to a text read</li> <li>Identifies key details in what was read such as the sequence of events</li> <li>Answers higher order questions before, during and after reading a shared text: "What would happen if..."</li> </ul>	

#### ENGLISH HOME LANGUAGE GRADES R-3

##### 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 both silently and aloud at own level in a Guided Reading group with teacher, that is, whole group reads same story based on the instructional reading level of the group
- Uses pictures in text for understanding
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) 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)

Introduce Paired/Independent reading. Select texts that are known or 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 independently: picture books, poetry cards, story books from the library or classroom reading corner

##### ASSESSMENT

##### Suggestions for Informal Assessment Activities :

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

- Revises word families with short vowel sounds: -at, -ag, -am, -it, etc.
- Recognises rhyming words: rack, sack, back, lack, pack
- Builds 3 and 4-letter words using the single letters and digraphs taught this term
- Reads words from phonics lessons in sentences and other texts

##### Formal Assessment Activity 1:

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

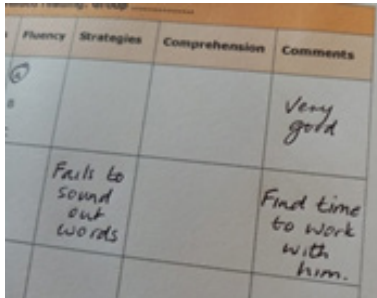

- Identifies letter-sound relationships of all single letters
- Revises common consonant digraphs (sh, ch, th)
- Recognises 'wh' at the beginning of a word such as wh-en, wh-y, wh-at, etc.
- Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng
- Revises common consonant digraphs (sh, ch, th) at the end of words such as fi-sh, ri-ch, clo-th
- Recognises vowel digraphs such as 'oo' as in moon and 'ee' as in tree

##### Suggestions for Informal Assessment Activities :

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

##### Shared Reading

- Reads simple instructions in the classroom
- Interprets pictures and other print media such as a photograph or an advertisement, to make up own story. 'Reads' the photograph or advertisement
- Reads books as a whole class with teacher (shared reading) and describes the main ideas
- Uses visual cues i.e. the cover of a book to predict what the story is about, expressing a personal response
- Identifies key details in what was read such as the sequence of events
- Answers higher order questions before, during and after reading a shared text: "What would happen if..."

<p><b>Continuous assessment and tracking</b>, and the adjustment of the plan according to assessment results.</p>	<p><b>Reflection</b>, which leads you adjust your Plan</p>
	

Watch **video 249**, where Permie and Zaza are planning for progression.

Questions to think about while you watch:

1. What have Zaza and Permie recently received?
2. What might this have to do with progression?
3. What is Permie planning to do with the paper and why?
4. What grades do you think these two teachers are teaching?
5. Why are they speaking of questions?
6. What kinds of questions do they want to ask about the two stories?
7. What do these kinds of questions have to do with progression?



Play Audio

## Reflection

Think about how you can use CAPS and **Assessment** to make sure that your learners achieve **Outcomes** and move up the steps of knowledge and skill.



### Activity

True or false?

- 1 Zaza's sequencing task requires inference, because the children have to see from the clothes and the beds what time of day it is in the picture.
  - True
  - False.
- 2 The question about the number of cases of Listeriosis also requires inference.
  - True
  - False.
- 3 'Milestones' tell you how far you have travelled, or progressed.
  - True
  - False.
- 4 Progression is important because learners need a great deal of practice and repetition.
  - True
  - False.
- 5 Without progression, learners will never really move to a higher level of development.
  - True
  - False.



## L6: Find out more

1. Read this very readable article on the importance of planning for teaching.
2. You read this article by Joan Shin entitled “Ten helpful ideas for teaching English to young learners” when you went through Module 8. However, we suggest you read it again, as these ideas are important ones to keep in mind when planning EFAL lessons for learners in the Foundation Phase.

Joan Shin is a specialist in Teaching English to Young Learners (TEYL) working at George Mason University in the USA. She has made many videos on TEYL, which are available on You Tube. You will find all her resources at this website:

<https://sites.google.com/site/shinjinshil/resources>

### WHY IS PLANNING SO IMPORTANT FOR EFFECTIVE TEACHING?



OXFORD EDUCATION BLOG



## L7: Review

Answer the following questions which help you to review the subject matter of this unit.

True or false?

- 1 To plan is to prepare for future teaching, with the aim of satisfying Departmental requirements.
  - True
  - False.
- 2 Macro-planning involves paying attention to small details and is done when you plan for the daily activities within each week.
  - True
  - False.
- 3 In a coherent plan, different sections link together and lead on to one another.
  - True
  - False.
- 4 If you use a text-book or a scripted course, most of the planning has been done for you. You do not need to plan.
  - True
  - False.
- 5 Your plan should focus on one aspect of the curriculum (e.g. phonics) for a specific period (e.g. 3 weeks).
  - True
  - False.
- 6 Term planning should be done by all teachers teaching Foundation Phase.
  - True
  - False.
- 7 Forward planning gives you space to do informal assessment.
  - True
  - False.
- 8 Planning helps you to relate the big picture of the curriculum to the small details of your daily classroom practice.
  - True
  - False.
- 9 You need to weave the small 15-minute lessons together so that learners' literacy skills develop.
  - True
  - False.
- 10 The themes of Life Skills and Mathematics have nothing to do with the development of Literacy.
  - True
  - False.
- 11 Always start by laying out the big picture (macro planning) and then work your way towards the weekly and daily details (micro planning).
  - True
  - False.
- 12 At every stage of planning, you need to consider assessment.
  - True
  - False.
- 13 Themes are usually established when you plan for the term.
  - True
  - False.
- 14 At the level of daily planning, you need to adjust on the basis of what happened in class that day.
  - True
  - False.
- 15 Ensuring progression involves planning, setting outcomes and assessment targets, assessing and observing, and adjusting the plan after reflection
  - True
  - False.

# Planning and Progression

## 12.2

## Making Plans – getting practical

8 lessons in this unit



L1:  
Some  
general  
points



L2:  
Planning  
for the  
year



L3:  
Planning  
for the  
term



L4:  
Term  
planning  
in action



L5:  
Weekly  
planning



L6:  
Daily  
planning



L7:  
Find out  
more



L8:  
Review



### L1: Some general points

#### Outcomes:

- Consider your feelings about planning.
- Note some general points about planning.

#### Planning in general: Take it a step at a time

How do you feel about planning? 😊😞😱

There are some people who enjoy planning, but most people dread it (😱). They feel the job is too big and demanding. They are scared to begin. (😱)

The answer is to just do it!

**But just take it one step at a time and don't panic.** 😊

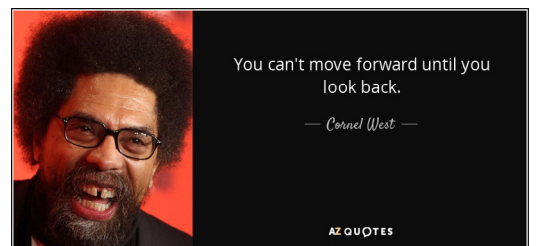
You may find you learn a lot and get a strong sense of achievement!

#### Looking back in order to look forward

When we plan, we are **looking forward and planning what to do.**

In order to do that, **we need to look back**, and see how we have done in the last period.

So planning is based on **reflection** and **assessment**.



## Some more important points about planning

1. It is very important to **have a forward plan**, at every stage of your teaching: before you start out on the work of the year, the term, the week, the day.
2. It is also important to do your best to **keep to that plan**.
3. **HOWEVER**, there are always **obstacles** in the way of its implementation: weather; illness (e.g. COVID pandemics!); human error; learners who experience barriers; unexpected events....
4. So, a plan needs to be **flexible** AND
5. At the beginning of the next period, you need to **reflect and assess** and then **PLAN AGAIN**.
6. This means that your plan needs to be **built upon what happened THE PREVIOUS, year, term, week or day**.

### Activity

Click TRUE or FALSE

- 1 Looking forward needs to be based upon looking back.  
 True  
 False.
- 2 It is impossible to keep to a plan.  
 True  
 False.
- 3 Many people find planning scary.  
 True  
 False.
- 4 It need not be scary if you take it a step at a time. In fact, it can be invigorating.  
 True  
 False.
- 5 Obstacles in the way of implementing a plan should be ignored..  
 True  
 False.

## L2: Planning for the year

### Outcomes

Understand:

- Why we plan for the year
- When year planning is done
- Who plans for the year
- What is needed for year planning
- What tasks have to be done
- How they will be done

What the end products will be.

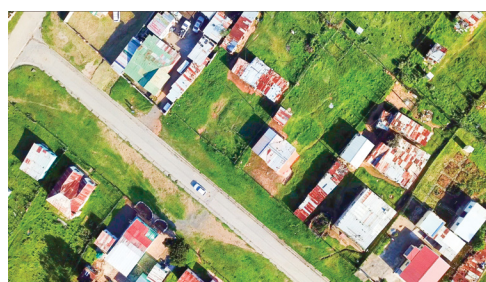
### Who and when?

Year planning should be done by all teachers in the school, or in the Foundation Phase.

It should be done at the end of the year, so that plans for the following year can be implemented as soon as the new year starts.

### Think about the following:

- Why do we need to do macro-planning?
- What kinds of things do all FP teachers have to know before they start the year?
- What will you need for year planning?
- What do we hope to produce in the year planning session?



## Why do we need to do year planning?

- We need to **reflect together** on how far we have come.
- We need a **big framework** into which to fit our weekly and daily plans.
- We need to know **how much teaching time** we have in the year, so that we can spread the curriculum content appropriately.
- **All FP teachers need a common understanding of:**
  - how many hours should be spent per subject and per section.
  - which days will not be available for teaching.
  - what will be required of them apart from their classroom teaching (e.g. playground duty; sport responsibilities, etc.).

## What is needed for year planning?

- A calendar for the year ahead
- Last year's school calendar and other plans and timetables
- Last year's results
- CAPS

## What will come out of the year planning session – and how to get there?

### 1. An understanding of what was achieved last year and what we need to aim for this year.

Discuss how last year went (informed by results and perhaps SA SAMS data):

- Successes and weaknesses
- Progress made with the curriculum
- Results

You will then need to think about what needs to be done this year to improve / catch up / be more successful.

### 2) A year calendar for the school. You will need to:

- Make sure all the public holidays and the school holidays are marked, or crossed out (these are not teaching days).
- Think about all the other days when teaching will not be possible, because of school functions such as prize-giving, sports events, choir events, tests, etc. Mark them on the calendar.
- Count the days remaining for teaching.

### 3) Decisions must be made about time to be spent per subject, e.g. whether maximum time or minimum time will be given for FAL and HL (see page 8 of CAPS).

Note that the Department has recommended that all schools which are changing to English (or Afrikaans) LoLT after Grade 3 give maximum time to FAL. This means that you will choose minimum time for HL.



	Home Language	First Additional Language	Total
Grade R	10 hours		
Grade 1	8(7) hours	3(2) hours	10 hours
Grade 2	8(7) hours	3(2) hours	10 hours
Grade 3	8(7) hours	4(3) hours	11 hours

4) Make decisions about other responsibilities per teacher (e.g. playground duty; sport responsibilities, etc.).

5) **Create or decide upon a weekly timetable for all grades in the school.** Foundation Phase teachers, at this stage, can separate into Grade groups and create a timetable per grade. Examples you have used in previous modules are attached here. Think about whether they will suit your situation.

### How does this affect you if you are using ready-made lessons (e.g. NECT, Funda Wande)?

**Think about the following:**

- 1) How will your planning schedule be affected by the school year plan?
- 2) What will you do when a public holiday or a school function makes you lose a day?

Listen to the audio from Module 8 about the advantages and disadvantages of ready-made lesson plans.

We will consider this further as we move to term, weekly and daily planning.



**Play Audio**

### Reflection

Think about year planning at your school:

- 1) Is year planning done?  
\_\_\_\_\_
- 2) When is it done, how and by whom?  
\_\_\_\_\_
- 3) Are you involved in it?  
\_\_\_\_\_
- 4) Are the decisions mentioned above taken at a staff planning session?  
\_\_\_\_\_
- 5) Can you take the ideas from this lesson back to your school?  
\_\_\_\_\_

**Timetable: Grade 1**

Time	Duration	MON	TUES	WED	THURS	FRI	
08:00-08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)					
08:25-09:55	90	MATHS BLOCK					
09:55-10:25		First Break					
10:25-11:15	20	Shared (1)	Shared (2)	Shared (3)	Writing	Writing	
	15	Phonics	Phonics	Phonics	Phonics	Phonics	
	15	Writing	Handwriting	Writing	Handwriting	Handwriting	
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language (30)					
12:00-12:30	30	Second Break					
12:30-13:00	30	GGR X 2 groups a day, Paired Reading, Independent Reading					
13:00-13:35	35	Creative Arts (x2) / PE (x3)					
		HL & LS	EFAL	MATHS	ASSESSMENT		

**Timetable: Grade 2**

Time	Duration	MON	TUES	WED	THURS	FRI	
08:00-08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)					
08:25-09:55	90	MATHS BLOCK					
09:55-10:25		First Break					
10:25-11:15	20	Shared (1)	Shared (2)	Shared (3)	Handwriting	Handwriting	
	15	Phonics	Phonics	Phonics	Phonics	Phonics	
	15	Handwriting	Writing	Writing	Writing	Writing	
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language use (30)					
12:00-12:30	30	Second Break					
12:30-13:00	30	GGR X 2 groups a day, Paired Reading, Independent Reading					
13:00-13:35	35	Creative Arts (x2) / PE (x3)					
		HL & LS	EFAL	MATHS	ASSESSMENT		

**Timetable: Grade 3**

Time	Duration	MON	TUES	WED	THURS	FRI	
08:00-08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)					
08:25-09:55	90	MATHS BLOCK					
09:55-10:25		First Break					
10:25-11:15	20	Shared (1)	Shared (2)	Shared (3)	Shared & Life Skills	Literacy Assessment	
	15	Phonics	Handwriting	Phonics	Phonics		
	15	Handwriting	Writing	Writing	Writing	Handwriting	
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language use (30)					
12:00-12:30	30	Second Break					
12:30-13:00	30	GGR X 2 groups a day, Paired Reading, Independent Reading					
13:00-13:35	35	Creative Arts (x2) / PE (x3)					
		HL & LS	EFAL	MATHS	ASSESSMENT		

### Activity

#### True or False?

- 1 Planning should begin with reflection on the previous year.
  - True
  - False
- 2 Year planning should be done by the Principal
  - True
  - False
- 3 Year planning should be done at the beginning of the year.
  - True
  - False
- 4 An important aim of year planning is to find out how many days in the year are available for teaching.
  - True
  - False
- 5 Year planning will affect the way you use your book of pre-planned lessons.
  - True
  - False



## L3: Planning for the term

### Outcomes

The student who has worked through this lesson will know:

- Why we plan for the term.
- When term planning is done;
- Who plans for the term;
- What is needed for term planning;
- What tasks have to be done;
- What the end products will be.

### Who and when?

You should do Term planning together with other teachers who teach your grade.

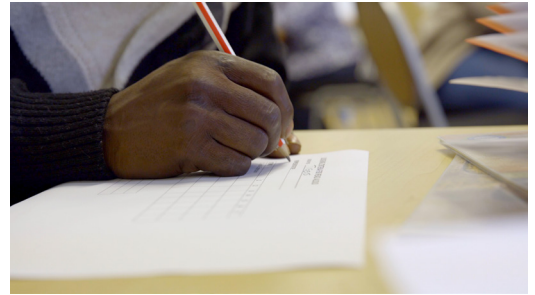
Planning for the first term should be done at the end of the year, immediately after year planning, so that plans for the first term can be implemented as soon as the new year starts. Plans for the following terms should be made at the end of the previous term.

### Why do we need to plan for each Term?

As teachers of the same grade, you need to:

- **review the previous term** and see how much progress you made, what successes you had and what obstacles you encountered.
- **plan how you will fit the teaching required by CAPS each term into the time** that you have.
- **decide on themes** which will help to bind the different aspects together.
- **make sure you have the resources** you require for these activities.
- **decide how you will spread the required formal assessments** over the term.

You will then have **outline plans for each week**. Detailed weekly planning will follow.



## What is needed for term planning?

- The year plan developed in your year planning session
- Last term’s results and your last term’s plan;
- Any information you may have about new learners coming into Grade R or Grade 1;
- The CAPS documents for HL and FAL;
- DBE workbook for your grade;
- Reading books which you use in your grade;
- Resources you use for phonics teaching;
- CAPS documents for Life Skills and Maths can also be helpful;

(The Survival Guide to the **Foundation Phase** Curriculum and Assessment Policy Statements (CAPS) published by Maskew-Miller Longman can give you most of the information you need) You can view it at [here](#).

- A template for term planning.

## What will come out of the term planning session – and how to get there?

**1) Some conclusions about last term’s strengths and weaknesses**, and aims for the term to come.

**2) An outline plan for each week of the term**, which shows:

- a) Your theme for the week
- b) The letter-sound combinations you will deal with in phonics
- c) The resources you will use for HL and FAL, including
  - i) possible page numbers and sections of the DBE workbook you may use;
  - ii) the books you will use for Shared reading, Group Guided Reading, etc;
  - iii) resources you need for phonics, handwriting and writing
- d) Assessments you will carry out.

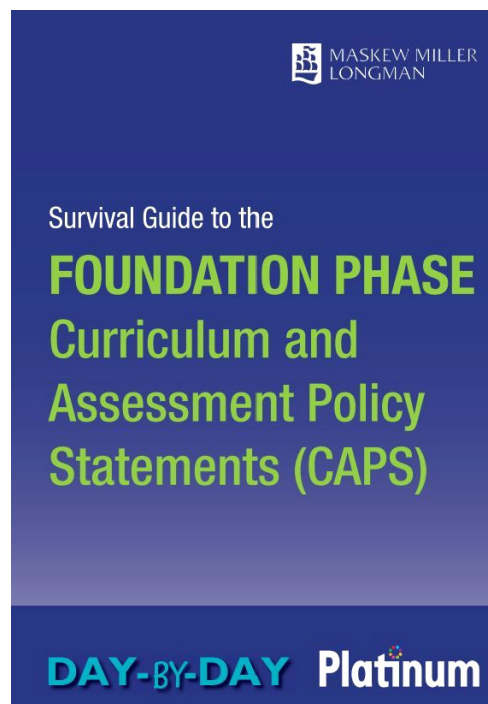
## Think about the value of a theme

Think about the following questions and then listen to the ideas on the audio.

- 1) What is a theme?
- 2) How does a theme help you in your planning?
- 3) How do you choose themes?
- 4) Should everything fit in with the theme for the week?
- 5) Should you follow a theme for a week, or for longer?



**Play Audio**



### Activity

Click **TRUE** or **FALSE**

- 1 Theme teaching means that vocabulary and concepts are reinforced in different learning areas and sections of the curriculum.
  - True
  - False
- 2 Everything that you do during the week has to link with the theme.
  - True
  - False
- 3 As teachers of the same grade, you need to review the previous term and see how much progress you made before you plan for the coming term.
  - True
  - False
- 4 Term planning gives outline plans for each week, which will be filled out when you do weekly plans.
  - True
  - False
- 5 Term planning should be done with all Foundation Phase teachers.
  - True
  - False



## L4: Term planning in action

### Outcomes

Know how to plan for the term.

This has two stages: **Looking Back** and **Looking Forward**.

### Looking back

This is what is involved in Looking Back:

- 1) Discussing, together with other teachers of your grade, last term's results. Identifying** areas which you are pleased with and areas which need more attention this term.
- 2) Discussing last term, and how far you got with the plan you made:** which themes you covered; whether you completed the previous term's CAPS requirements.
- 3) Discussing reasons for incomplete sections, obstacles to progress.** Talking about ways to make up for these short-comings.
- 4) Sharing experiences** you have had with struggling learners. **Discussing** ways of helping them, and ways that you can plan for this.
- 5) For teachers preparing to accept learners starting school, discussing past experiences and lessons learned from them.**

### Looking forward

Here's what is involved in Looking Forward:

With all your resources around you, fill in the template which is attached here, or a similar one that you make.



Term Planning: Grade \_\_\_\_ Term \_\_\_\_\_, 20\_\_

WEEK (Dates – note holidays etc.)	THEME	RESOURCES HL READING	PHONICS HL	RESOURCES HL PHONICS	RESOURCES FAL READING	PHONICS FAL	RESOURCES FAL PHONICS	FORMAL ASSESSMENTS
1.								
2.								
3.								
4.								

**1) Putting dates into Column 1,** and noting the days when there will not be classes (holidays, events, etc.) Use your year plan to do this.

**2) Filling in themes in Column 2.** If you are following a pre-planned course (e.g. NECT), you will fill in the themes from the book. Otherwise, you can use the Life Skills themes for the term. You may wish to follow one theme for one week, or for two weeks. You also need to think about whether there are themes you did not complete last term, and carry them forward.

**3) Looking at CAPS to find out which phonics (or phonemic awareness) you need to do this term, in HL and in FAL.**

You may be able simply to note down the pages of your pre-planned course you will use. However, you must think how to fit in any letter-sound combinations you didn't manage to complete the previous term. You need to spread the work you need to cover over the 10 or 11 weeks of the term.

**4) Fill in the resources you will need for the phonics lessons.**

Remember not to tie yourself to the resources used in the ready-made lesson plans. You may have better ideas, or different resources. If there are resources which you need to make, make a note of this, and work on them when you have time.

**5) Filling in the Big books (or stories from the Vula Bula Anthology) and books for paired and individual reading.**

**They need to be suitable** for the level and also (if possible) the theme of the week.

You need to do this for HL as well as FAL. If you can use the same stories for both, there are many advantages for language learning.

Make sure that there is progression in the level of difficulty of the books you are using.

**6) Fill in the pages of the DBE workbooks which will be useful** for the phonics you are teaching, the theme you are following and the vocabulary you are introducing.

Make sure that the workbook activities represent progression in skills.

**7) Look at the number of formal assessments required in the term and fill them in** at appropriate places in your template.

**Reflection**

Think about the following questions:

- 1) What have you learned from the process of thinking through term planning?
- 2) What difficulties do you usually experience in planning for the term, or in completing the CAPS work for the term?
- 3) If you use a pre-planned course, like NECT or Funda Wande plans, what problems do you still experience?



**Activity 11.11**  
Click TRUE or FALSE

- 1 You need to discuss last term's results in order to decide which learners should be promoted.  
 True  
 False
- 2 You need to plan to make up for time lost in the previous term.  
 True  
 False
- 3 You need to think about ways of including support for struggling learners.  
 True  
 False
- 4 You will not plan assessments in your term planning.  
 True  
 False
- 5 One reason for term planning is to check whether you have all the resources you need for the term. You can then make or get them, if necessary.  
 True  
 False



## L5: Weekly planning

### Outcomes:

- The importance of the weekly plan.
- When weekly planning is done and by whom.
- What the end product of weekly planning will be.
- How to Plan Across (and how it is different from Planning Down).
- What integration of skills across the week can look like.

### The importance of the weekly plan

The weekly plan, created by the class teacher (sometimes together with grade colleagues) is vital to your teaching. You have already learned a lot about weekly planning in modules about the teaching of different skills. Modules on

- Reading activities
- Decoding
- Comprehension
- EFAL
- Handwriting and Writing
- Inclusive Education and
- Assessment and Remediation

all have something to say about when and how the activity should fit into your weekly plan.

**This means that we are revising and reinforcing what you have already thought about.**

**The fact that the weekly plan has been emphasized in so many modules shows how important it is to your teaching.**

Look, once again, at the timetables per grade that we have been using in this course.



Timetable: Grade 1						
Time	Duration	MON	TUES	WED	THURS	FRI
08:00-08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)				
08:25-09:55	90	MATHS BLOCK				
09:55-10:25		First Break				
	20	Shared (1)	Shared (2)	Shared (3)	Writing	Writing
10:25-11:15	15	Phonics	Phonics	Phonics	Phonics	Phonics
	15	Writing	Handwriting	Writing	Handwriting	Handwriting
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language (30)				
12:00-12:30	30	Second Break				
12:30-13:00	30	GGR X 2 groups a day; Paired Reading; Independent Reading				
13:00-13:35	35	Creative Arts (x2) / PE (x3)				
		HL & LS	EFAL	MATHS	ASSESSMENT	

Timetable: Grade 2						
Time	Duration	MON	TUES	WED	THURS	FRI
08:00-08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)				
08:25-09:55	90	MATHS BLOCK				
09:55-10:25		First Break				
	20	Shared (1)	Shared (2)	Shared (3)	Handwriting	Handwriting
10:25-11:15	15	Phonics	Phonics	Phonics	Phonics	Phonics
	15	Handwriting	Writing	Writing	Writing	Writing
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language use (30)				
12:00-12:30	30	Second Break				
12:30-13:00	30	GGR X 2 groups a day; Paired Reading; Independent Reading				
13:00-13:35	35	Creative Arts (x2) / PE (x3)				
		HL & LS	EFAL	MATHS	ASSESSMENT	

Timetable: Grade 3						
Time	Duration	MON	TUES	WED	THURS	FRI
08:00-08:25	25	Listening & Speaking; Read Aloud (Life Skills: Beginning 60 min)				
08:25-09:55	90	MATHS BLOCK				
09:55-10:25		First Break				
	20	Shared (1)	Shared (2)	Shared (3)	Shared & Life Skills	Literacy Assessment
10:25-11:15	15	Phonics	Handwriting	Phonics	Phonics	Phonics
	15	Handwriting	Writing	Writing	Writing	Handwriting
11:15-12:00	45	EFAL - Listening & speaking (60), Reading & phonics (60), Writing (60), Language use (30)				
12:00-12:30	30	Second Break				
12:30-13:00	30	GGR X 2 groups a day; Paired Reading; Independent Reading				
13:00-13:35	35	Creative Arts (x2) / PE (x3)				
		HL & LS	EFAL	MATHS	ASSESSMENT	

## Who and when?

You need to do weekly planning at the end of the week, for the following week.

You may work on your own, or together with other teachers of the grade.

## Planning across and planning down

You have heard much in these modules about planning across and down:

– **Planning Across ensures progression across the days of the week.**

– Planning down ensures coherence between different aspects of the curriculum, taught at different times in the day.

**When you do weekly planning,** you need to think about both directions of planning.

Our focus in this lesson is on **Planning Across – on making sure that there is progression across the days of the week.**

We will remind you of different examples of Planning Across which have been given in previous modules.

## Looking back in order to look forward

As with other levels of planning, you will first need to look back.

Ask yourself how the previous week went.

– Did you manage to complete the sections of the curriculum that you had hoped to complete?

– Do you need to catch up on certain things in the coming week?

– What went well?

– What surprised you?

– Were there particular learners who struggled? What kind of support will they need going forward?

– Were you satisfied that there was progression in your lessons; that the learners' skills developed to a higher level?

– If you are using ready-made lessons, are you on track or have you fallen behind?

## Planning Across

Most of the skills are taught, and strategies used, every day of the week for 15 minutes. Some, like shared reading, are done three times a week.

**Focus, as you plan your week, on moving learners' skills forward through the week.** What they do on Tuesday should be taking them further than what they did on Monday; what they do on Wednesday should take them further than what they did on Tuesday – and so on through the days of the week.

## Planning across in Shared Reading (HL)

The following videos and comments on Shared Reading (adapted from Module 1, Unit 4, Lesson 6) show how the teacher helps learners to **progress through the three sessions of Shared Reading** in the week.

**Table 3: Suggested timetable for Grade 1**

Mon	Tue	Wed	Thur	Fri
L & S	L & S	L & S	L & S	L & S
Shared reading	Phonics	Shared reading	L & S	Shared reading
			Phonics	Writing

**Table 4: Suggested timetable for Grade 2**

Mon	Tue	Wed	Thur	Fri
Shared Reading	L&S	Shared Reading	Phonics	Shared Reading
GGR	GGR	GGR	GGR	GGR
			Writing	Writing

**Table 5: Suggested timetable for Grade 3**

Mon	Tue	Wed	Thur	Fri
Shared Reading	L & S	Shared Reading	Phonics	Shared reading
GGR	GGR	GGR	GGR	GGR
Writing	Lang Use	Writing	Lang Use	Writing
				Writing

HERE, ALSO ARE THE SUGGESTED TIMETABLES FOR EFAL, FROM MODULE 8.

## Lesson 1: Help children to understand and respond to the text personally:

- 1) Let learners talk about the cover and its picture. Ask them what they know about the topic. Invite them to guess what the book will be about.
- 2) Read through the text and use the pictures to tell the story.
- 3) Point to the words as they are being read.
- 4) Teach key vocabulary from the text and make sure children understood the text.
- 5) Model and introduce a particular reading strategy.

## Lesson 2: Repeat the focus reading strategy and get children to:

- 1) Revise the vocabulary taught in lesson 1.
- 2) Consolidate the focus strategy taught in the previous lesson.
- 3) Read the text to the children, encouraging them to join in, while pointing to the words.
- 4) Ask literal questions about the story.
- 5) Remind learners to practice the strategy in Guided, Paired and Independent Reading.

## Lesson 3: Revise strategies and extend skills

- 1) Revise words and their meaning
- 2) Practice the strategy together as you read the text again.
- 3) Invite the children to read with you, faster and with greater fluency.
- 4) Ask a couple of different kinds of questions, e.g. inferential questions, ask their opinions (evaluative questions).
- 5) Invite them to retell the story.



## Planning across for phonics

In the 5 Phonics slots across the week, you also need to **focus on planning across for progression.**

Here is an example of what it might look like near the beginning of Grade 1:

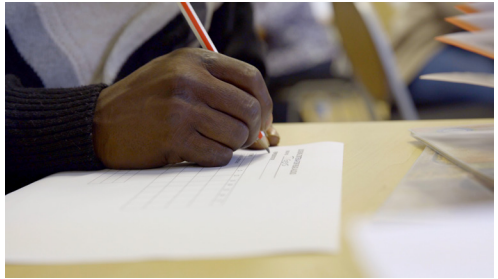
### DAY BY DAY PLAN FOR PHONICS

Monday	Tuesday	Wednesday
<p>Introduce 'l' – la, le, li, lo, lu Write 'lilela' on board – segment and blend Cover first syllable and read (lela) Cover last syllable and read (lile) What is the first letter? (l) What is the last letter? (a) Which letters are vowels? Which letters are consonants? Introduce following words in same way: lula, lala, luma, ilori, uluhlu Remind children that 'i' in ilori and 'u' in uluhlu are prefixes. Put flash cards on word wall. Children copy words to take home and read. <b>Resources:</b> chalk, chalkboard, flashcards</p>	<p>Use flash cards to revise words. Learners read words, then break them down into letters (reading slow) and blend them together again (reading fast) Teach 3 new words: ilele, lilume, ilanga. Add words to word wall. Whose names begin with 'l'? Write names on board. Clap out syllables and blend. Learners copy new words to take home to read. <b>Resources:</b> chalk, chalkboard, flashcards</p>	<p>Word building: learners build words using word and syllable cards When they've finished they check each other's words and read them <b>Resources:</b> each child needs a margarine carton containing letters and syllables</p>
Thursday	Friday	
<p>Work with the weaker learners in a small group. Phonological awareness and word building using same words. Rest of class do activities from workbook (specify these in the lesson plan) <b>Resources:</b> flash cards; margarine cartons with letter and syllable cards; workbooks</p>	<p><b>Assessment:</b> Remove the flash cards from the word wall and dictate the following words: lala, luma, uluhlu, ilele, ilanga. Write the words on the board so learners can correct their work. They should re-write any words they've misspelt <b>Resources:</b> learners exercise books</p>	





## L6: Daily planning



### Outcomes

- what is involved in Daily Planning.
- what you will need for Daily Planning.
- What is the end product of Daily Planning.
- What Planning Down involves.

### Planning Down

**Daily Planning is largely Planning Down.** It ensures **Coherence**

**It involves looking carefully at your weekly plan and planning so that it WORKS like clockwork.**

As you move **down** the slots on the time-table, there should be no hitches.

- Each slot should (where possible) link to the next through a theme
- The resources you use will often be the same (e.g. words from the reading for phonics; same reading themes in isiXhosa and English to help vocabulary learning).
- You should have a plan for moving from one slot to the next quickly, smoothly and quietly.

### What is involved in Daily Planning?

**Make your own plan for the day, which gives the details of how you will put the weekly plan into action. This is MICRO-PLANNING.**

You will need:

- Your weekly plan
- Your notes / assessments from the day before
- Resources that you have planned to use

Start by thinking about what happened yesterday (or on Friday, if it's Monday):

- Did you manage to complete what you had planned?
- What surprised you?
- What pleased you?
- Did any learner seem to be struggling more than you expected?
- How did your assessments go? Did learners achieve the outcomes you set?
- Do you need to change what you had planned on your weekly plan?

## Make sure the following things are in place for each slot on the timetable:

- 1) Routines for transitions (moving from one activity to another)
- 2) Groups for Group Guided Reading
- 3) Group leaders who know their duties (e.g. handing out books; seeing learners sit in their places)
- 4) Tasks to be done by the rest of the class while you work with one group in GGR
- 5) Clarity about your theme, how it links with Life Skills / Maths
- 6) Resources (linked to your theme where possible):
  - a) for your reading lessons – HL and EFAL
    - i) Big Book for Shared Reading
    - ii) graded readers for GGR and paired reading
    - iii) extra books for individual reading)
  - b) for your phonics lesson – HL and EFAL (cards with words, syllables, letters, pictures, etc)
  - c) for Listening and Speaking – HL and EFAL (e.g. posters, pictures, real objects)
  - d) For struggling learners, who need additional support of some kind
  - e) Everything in the classroom well-organised and in its place, so that resources can be easily found, and learners can easily access what they need
- 7) Rubrics / Observation sheets / Notebook for your assessments
- 8) A plan for giving extra attention to struggling learners.

## Routines and Transitions

There is a lot to think about in Daily Planning, so you need to do your best to make most of it happen automatically. This involves, for instance, teaching learners routines for transitions.

Watch Zaza and Permie to see how they manage transitions and GGR time. Think about the following questions:

- 1) What part of the curriculum is each teacher busy with, or transitioning to?
- 2) What techniques have they used to enable a smooth transition?
- 3) What have they taught the learners, to make sure that the changes happen quickly and without disruption?

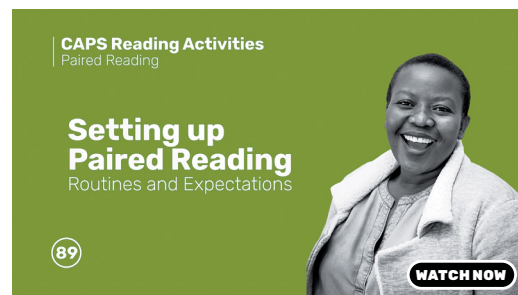


**Play Audio**

## Reflection

Think about your own daily planning.

- 1) What do you struggle with, in making the weekly plan go smoothly?
- 2) Do you manage to have all the resources and assessment rubrics you need together before the day begins?
- 3) How do you handle transitions?
- 4) What routines have you taught your learners?
- 5) Is there something you can learn from Zaza and Permie's lessons?



### Activity

Click the **TRUE** statement:

- 1) Daily planning is:
  - All about Progression.
  - All about Planning down.
  - Not necessary if you've planned the week.
- 2) Routines are helpful because:
  - Children like to do the same thing every day.
  - They are exciting.
  - They enable smooth transitions from one part of the day to the next.
- 3) Permie managed her class by:

Click the statement which is **NOT TRUE**:

- writing up tasks on a flip chart page.
  - punishing learners who are out of line.
  - putting them in groups and training them in routines.
- 4) Zaza managed transitions:
    - With gestures.
    - With a song.
    - By using only English.



## L7: Find out more

1. Here is a very simple but useful article on how a pre-school teacher should plan her/his day. There is much here that will be useful to you!

[9 Tips & Tools To Plan A Daily Preschool Schedule \(preschool-plan-it.com\)](http://preschool-plan-it.com)

2. Read this case study of a Grade 2 Home Language teacher's literacy lessons over a week. Take careful note of how she handles transitions.



## L8: Review

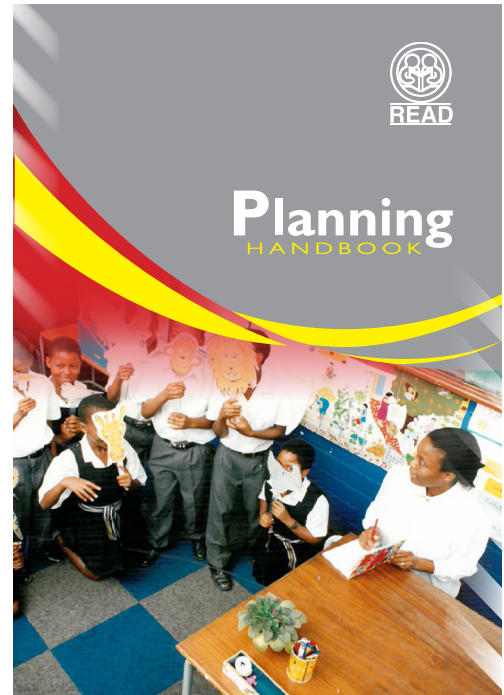
### Review

Answer the following questions which help you to review the subject matter of this unit.

(Question 1 – 4) Click the BEST option.

(Question 5 – 8) Click the statement which is NOT true.

- 1 A plan must be flexible because
  - Unexpected events and learners' responses make it necessary to adapt.
  - It is impossible to stick to it.
  - It's not important to keep to it.
- 2 A year plan is important because:
  - Ready-made plans depend on a school year plan.
  - Teachers need a shared sense of the amount of teaching time in the year.
  - The principal has to report back to the District Office.
- 3 The Life Skills curriculum can be helpful to Literacy teachers because
  - It is at the right level.
  - It can serve as reading material for learners.
  - Literacy activities can be built around its themes.
- 4 Planning across means
  - Reaching out to teachers in other schools and planning together with them.
  - Making sure that new lessons on following days in the week develop learners' skills further.
  - Planning for all the subjects across the curriculum.
 Click the statement which is NOT true.
- 5 Looking forward (planning) must be based
  - On reflection on the recent past.
  - Only on future visions.
  - On the requirements of the curriculum.
- 6 Themes
  - Are prescribed in the HL and FAL curriculum.
  - Help ensure coherence in planning.
  - Ensure that skills like reading and phonics can be reinforced across the curriculum.
- 7 Progression in a weekly plan
  - Takes place if the teacher adds a little more challenge to each new lesson through the week.
  - Is essential because otherwise learners are just being kept occupied without developing.
  - Means that the learners will be promoted to the next class at the end of the year.
- 8 Planning down means
  - Making plans that ensure smooth movement from one lesson to the next through the day.
  - Planning at a level which helps weaker learners to cope.
  - Ensuring coherence across the curriculum components dealt with in one day.



# Planning and Progression

## 12.3

## Meeting the Challenges of Planning

7 lessons in this unit



L1:  
Identifying  
Challenges



L2:  
Meeting  
planning  
challenges  
through  
routine



L3:  
Meeting  
challenges  
by managing  
Resources



L4:  
Meeting the  
challenges of  
Inclusion



L5:  
Meeting the  
challenges in a  
GGR lesson



L6:  
Find out  
more



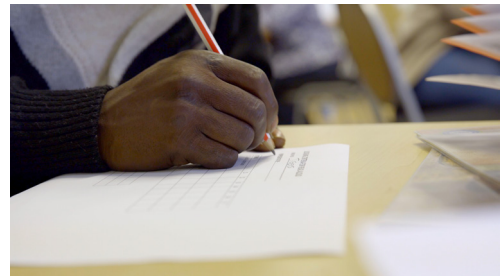
L6:  
Review



### L1: Identifying Challenges

#### Outcomes

- Identify challenges you experience with planning.
- Identify challenges we have dealt with in previous units.
- Identify challenges which will be dealt with in this unit.



#### Think about your challenges with planning

- What makes planning a challenge for you?
- What makes it difficult for you to stick to plans?
- Write down your thoughts.

#### Review

In Unit 1 of this Module, we mentioned 8 issues which are involved in planning:

CAPS	Time	Pacing	Coherence	Inclusion	Resources	Progression	Assessment
What CAPS says must be taught in each term, and how.	When different topics and skills will be taught, and for how long.	Moving from one aspect to another at the right time and pace	How different sections link together and lead on to one another (often through themes)	Catering for learners with different strengths and skills (e.g. in GGR)	The resources you will need and how to use them (Zaza is doing this!)	Making sure that learners make progress	Assessing progress

## Which of these issues have we dealt with? Are they challenging?

**1. CAPS: It is challenging to take account of all the CAPS requirements, and we have tried to do this, in Unit**

2. We have referred to CAPS requirements regularly, specifically in Year and Term planning.

**2. Coherence: It is challenging to create a coherent plan, and when you choose themes, in your term planning, you are trying to do this. Themes** help to create coherence by linking learning areas and sections of your literacy curriculum, for HL as well as FAL. The process of **Planning Down** also helps to make your daily plan for teaching and learning more coherent.

**3. Progression: It is a challenge to plan for your learners to make progress in their skills and knowledge.** We have looked at one way of doing that when you **Plan Across**, in weekly planning.

**4. Assessment: Assessing your learners' progress is a constant challenge, and it is also a challenge to include it in your planning.** We have made a start at doing this by including formal assessments in the term plan, and noting outcomes and assessment standards and tools in the weekly plan.

### Challenges we will deal with in this unit

Most of the challenges we have chosen to deal with in this unit relate in some way to time.

**1. Time and pacing:** Managing time, keeping to times that have been planned, and moving quickly from one section of the plan to the next

**2. Resources:** Managing resources so that they can be easily and quickly found

**3. Inclusion:** Finding time for learners who are at different levels and have different struggles

### Reflection

Compare the challenges you identified at the beginning of the lesson with the challenges mentioned above.

– Do they match?

– Do you have additional challenges?

#### Activity

Click one or more squares for each statement:

- 1 The challenge of fulfilling CAPS requirements is mostly addressed in
  - Weekly Planning
  - Daily Planning
  - Year Planning
  - Term Planning
- 2 The challenge of ensuring coherence is mostly addressed in
  - Year Planning
  - Weekly Planning
  - Term Planning
  - Daily Planning
- 3 The challenge of ensuring progression is mostly addressed in
  - Year Planning
  - Term Planning
  - Daily Planning
  - Weekly Planning
- 4 The challenge of including assessment is mostly addressed in
  - Year Planning
  - Term Planning
  - Weekly Planning
  - Daily Planning



## L2: Meeting planning challenges through routine

### Outcomes

- Identify ways that learners can help you keep to your plans and times.
- Identify ways you can use the walls of your classroom to help you keep to your plans.

### Keeping to the plan

#### Keeping to your plan is your first challenge.

**You MUST make every effort to do so**, and some of the ideas and skills that follow will help you.

(Of course, you need to constantly reflect on any difficulties you have had in keeping to the plan. Discuss them with colleagues. You may decide, for instance, to change the order of some slots (phonics, shared reading, etc.) in coming terms.)

Watch **video** So, what will help you keep to your plan?

Watch the following videos and think about the following questions:

1. What does Zaza do in the video, so that learners help her keep time in Group Guided Reading?

Listen to the audio recording for some ideas to compare with your answers.



Play Audio

### Working with the learners

So, there are a number of ways in which Zaza has taught learners to help her keep time in her lessons.

**1. She has taught the learners routines, which ensure quick and smooth transitions** (This needs to be done at the beginning of the year.)

In the last unit, we saw Zaza and Permie using routines for this purpose:

– Zaza used a song to get learners to the mat quickly and pleasantly.

– Permie had a technique of counting down for learners to move from one activity to the next.

**2. She has given learners responsibilities** (and is going to change the leaders from time to time).

**3. She has established classroom norms** (e.g. moving quietly).

**4. She has explained to them how the activity** (GGR) will work. This puts them at ease; they are in the picture, and will co-operate more easily.



CAPS Reading Activities  
Group Guided Reading

### Explaining the GGR Process

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WATCH NOW

## Making use of the walls

There are also ways in which certain things on the walls can help a teacher keep time.

**1. A timetable** (In the second video, you could see Zaza's class timetable on the wall)

**2. A roster showing on which days each group has GGR.** (Zaza showed this to her class.)

**3. A roster indicating learner responsibilities for particular activities.** (It is not only in Group Guided Reading that learners can be given responsibilities)

**4. Instructions.** (Last unit, you saw that Permie has written up instructions for the learners who were not on the mat during GGR.)

**5. Classroom rules.** (Once certain norms have been established and learners and teacher are used to one another, learners can set up classroom rules, to guide behaviour.)

**6. A wall clock** (This means that both teacher and learners can keep track of time, and know when activities should change.)

We will also talk about your walls in the next lesson.

### Activity

- 1 Routines help you to keep to time because
  - It takes some of the burden off your shoulders.
  - Teacher and learners can all keep an eye on the time, and be ready to switch activities.
  - Learners move from one activity to the next smoothly and automatically.
- 2 A clock helps you to keep to time because
  - The learners know what is happening so will co-operate more easily
  - Learners move from one activity to the next smoothly and automatically.
  - Teacher and learners can all keep an eye on the time, and be ready to switch activities.
- 3 A clock helps you to keep to time because
  - The learners know what is happening so will co-operate more easily.
  - Learners move from one activity to the next smoothly and automatically
  - It takes some of the burden off your shoulders.
- 4 Explaining how the activity works helps you keep to time because
  - It takes some of the burden off your shoulders.
  - Teacher and learners can all keep an eye on the time, and be ready to switch activities.
  - The learners know what is happening so will co-operate more easily.



## L3: Meeting challenges by managing Resources

### Outcomes

- Understand the importance of a well-organised classroom
- See how having everything in its place can help you keep to your plans.

Watch **video** Think about the following questions as you watch the video.

Zaza gives us a quick summary of all that needs to be planned at the beginning of the year.

1. What are the 4 or 5 things that she mentions?

Ntsika prepares his classroom at the beginning of the year.

2. What are the 4 or 5 things that he does to make his classroom learner-friendly and learning-friendly?

Listen to the audio recording and compare your ideas to the ones which are expressed there.



**Play Audio**

### Resources for our own use

There are also resources which you need to use:

– Assessment rubrics, observation sheets, notebook for commenting on each learner.

– Worksheets

– Tests

– Phonics letter, syllable and word cards, word strips

– Pens, kokis, chalk

– Charts

(You can probably think of many more.)

**A very important personal resource is a wrist watch, much more convenient than a cell phone for checking the time. It is also vital that these resources should be carefully and systematically stored, so that you can easily access any one of them when you need it.**

Take a tour of Miss Nkiba's classroom and take note of all the resources that she has on her walls and in her classroom.

Make a note of the things which you see.

– Which of them have we already mentioned in this unit?

– What does she have in her classroom in addition to what we have mentioned? (You will see that Miss Nkibi is very resourceful!)

(when you have made your list, listen to the audio and compare your list with ours)



**Play Audio**



## Reflect

Think about the following:

1. How do you prepare for Zaza's 5 elements of teaching: relationship; routines; walls; lesson plan; resources?
2. Which of Ntsika's 5 aspects of setting up the classroom have you done: posters; space; arrangement of furniture; reading corner; books in their levels.
3. Do you have your own equipment and resources systematically stored?
4. Have you used your walls in any of the ways mentioned in the last lesson (timetable, rosters, instructions, classroom rules, a clock)?
5. Have you used your walls and space in any of the ways you saw in Miss Nkiba's classroom?



### Activity

Click true or false next to the following statements:

- 1 Having posters on the walls helps you keep to your plan.  
 True  
 False
- 2 Moving from one activity to another happens more quickly if there is space for learners to move.  
 True  
 False
- 3 Having furniture well-arranged assists with smooth implementation of plans.  
 True  
 False
- 4 Having an inviting reading corner means learners will move there more quickly for individual reading.  
 True  
 False
- 5 Having books arranged neatly in levels in their own special places helps group learners to find them and return them more quickly.  
 True  
 False



## L4: Meeting the challenges of Inclusion

### Outcomes

- Think about ways to maintain the pace of the class, while supporting struggling learners.
- Think about ways struggling learners can be supported during Group Guided Reading
- Think about other times and ways to support struggling learners.

### Think about Pacing and Inclusion

1. If you are teaching a specific skill, e.g. an aspect of Phonics, do you continue teaching:
  - a. Until the slowest learner has grasped what you are teaching?
  - b. Until the quickest learners have grasped?
  - c. Somewhere in-between?
2. How and when do you find time to support struggling learners?

### The question of Pace

**Teachers often feel they must persevere with a learning point until the whole class has grasped it.** This may mean that the slow learners have grasped the point, but in the process, it is possible that other learners are not getting a chance to make progress.

**What also happens is that the timing of the lesson plan is thrown out.** So much time has been spent ensuring that the slowest learner understands, that there is no time left for large parts of the day's learning.

**So, what happens to the slow learners?** Are they simply left behind?

**Other strategies must be adopted to support slow learners and help them keep up / catch up with the others. The learning pace must not slacken.** In other words, you need to keep to the timing planned in your daily plan. The class must move smoothly from one activity to the next.

Watch the **video** in which Zaza is explaining to her colleague how she conducts a baseline assessment to place her learners in ability groups.

1. As you watch it, refresh your memory about:
  - how to conduct a baseline assessment
  - what the class does while you are testing individual learners.
  - the elements of fluency which you need to test.
2. Think about what this video teaches you about:
  - Assessing and supporting struggling readers
  - The size of their group in Group Guided Reading
  - What you might do with the group of slow readers which is different from what you do with other groups of learners.

Listen to the audio recording and compare your answers to what is said in it.



Play Audio

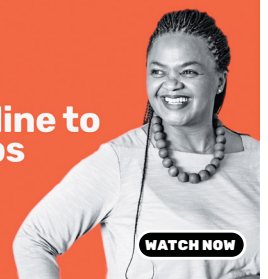


Big Idea 5  
Baseline Assessment

Using Baseline to  
make groups

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WATCH NOW



## Finding time to support Struggling Readers

**3. So, Group Guided Reading offers an important opportunity to work separately with struggling readers** and give them the kind of teaching and support that they need to catch up.

**4. Other times when you can give individual or small group support** to learners who struggle are:

– **When learners are working quietly on individual work.**

You can sit next to a struggling learner and give them extra support, or invite them to your table for extra help.

– For a few minutes **at break, or before or after school.**

**5. Maybe you can visit the learner in his or her home** and see whether there is a parent or older brother or sister, uncle or aunt who can work or read with the learner.

## Reflection

Think about the following:

1. Have you made use of Group Guided Reading to support struggling learners?
2. What other times and ways have you found to support them?

### Activity

True or False?

- 1 Group Guided Reading is one of the only times you have when you can work with a small group of learners with similar abilities.  
 True  
 False
- 2 Group Guided Reading is the only time that you have to support struggling readers.  
 True  
 False
- 3 Support for struggling readers must always come from the school.  
 True  
 False
- 4 The 3 aspects of fluency which are tested in Baseline assessment are accuracy, speed and expression/intonation.  
 True  
 False
- 5 Helping struggling readers often means going back to the first steps of phonology and decoding.  
 True  
 False



## L5: Meeting the challenges in a GGR lesson

### Outcomes

- Identify in a video of GGR ways in which a teacher
  - maintains pace
  - handles different levels
  - manages the larger class group
  - teaches specific reading skills in a Group Guided Reading session.

While you watch the **video** of Zaza's Group Guided Reading class, think about the following questions:

1. What does the group leader do?
2. How does Zaza settle the learners down?
3. What did she ask to remind them of recently learned skills that they can use again?
4. How does she introduce the skill for the day?
5. What are the skills Zaza is focusing on with this GGR group? How do you know? What does she do with the learners in order to develop the skills?
6. How does Zaza handle the different levels of skill in the group?
7. What are the rest of the class doing while the group is reading with the teacher?
8. How is Zaza monitoring them?
9. How is Zaza keeping track of time?
10. How long does the group session take?

Listen to the audio and compare what is said with your own ideas.



**Play Audio**

### A Plan put into Action

This video, which takes just less than 15 minutes, demonstrates how a plan can be successfully carried out.

- The teacher has successfully brought her group to the mat.
- The leader has distributed the books and settled the learners in their places.
- Zaza has given each of the children in the group her full attention, teaching each of them to read more fluently than they did before.
- She has also managed to monitor the rest of the class as they did written work.
- She has kept an eye on the time, depending on her wrist watch.

### Reflection

Reflect on what you have learned from Zaza as you watched this video, about putting plans into action.

CAPS Reading Activities  
Group Guided Reading

### The GGR Lesson

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## L6: Find out more

Here is an interesting article to read, about pacing your lessons.

### Instructional Pacing: How Do Your Lessons Flow? By [Rebecca Alber](#)

[Instructional Pacing: How Do Your Lessons Flow? | Edutopia](#)



## L6: Review

Click a) or b) (the BEST way of completing the sentence). It will help you to review the subject matter of this unit.

- 1 The challenge of planning with CAPS for Foundation Phase is
  - a) there are many short 15-minute activities to be fitted in every day.
  - b) It is long and difficult to read.
- 2 It is a challenge to keep to the times
  - a) for tests set for the learners.
  - b) prescribed for each activity in the day.
- 3 It is also a challenge to teach at the right pace
  - b) Teaching as fast as possible.
  - a) smoothly moving from one section of the daily plan to the next, without delay.
- 4 To keep the pace of the lesson going
  - a) one needs to speak fast and be strict with learners.
  - b) one needs to plan for transitions and to teach the learners routines.
- 5 In a baseline assessment of reading,
  - a) each learner has to finish a story in one minute.
  - b) learners are given scores for accuracy, speed and expression.
- 6 Time for supporting struggling readers::
  - b) They cannot be helped at home.
  - a) During GGR they can be supported in a small group
- 7 Putting posters on the wall
  - a) Helps the lesson to move at a better pace.
  - b) Exposes learners to vocabulary in English and in isiXhosa.
- 8 A wrist-watch is helpful to a teacher for keeping time
  - a) Because we must avoid the use of cell-phones in class.
  - b) Because it can be checked at any time, without searching for it or holding it.
- 9 We deal with the challenge of ensuring progression every day, but
  - b) The most important time to think about it is in the term plan.
  - a) The weekly plan is a good place to plan for it when you Plan Across.
- 10 The challenge of creating a plan which is coherent (where everything is linked)
  - a) Is addressed when you check public holidays and special events at the school.
  - b) Is well taken care of by using the same theme for all learning areas.







# Funda Wande

Reading for Meaning