

**HOME LANGUAGE: ENGLISH
TRACKER
&
PROGRAMME OF ASSESSMENT
GRADE 3
TERM 1 2021**

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Curriculum Coverage Term 1

During the term, keep track of every lesson that you teach on the Tracker that follows. Then, at the end of the term, count the number of lessons completed, and fill in this table. Discuss your curriculum coverage with your HoD to see how you can improve in Term 2.

ACTIVITY	NUMBER OF LESSONS IN LESSON PLAN	NUMBER OF LESSONS TAUGHT
Oral Activities	24	
Phonemic Awareness and Phonics	32	
Shared Reading	32	
Handwriting	24	
Writing	16	
Group Guided Reading	40	

Please remember to:

1. Get learners who finish their work quickly to complete an Extension Activity from the DBE Workbook.
2. Encourage learners to do as much independent reading as possible.
3. Baseline assessment should be done during Week 2 and 3 of returning to school. Baseline activities should not be a stand-alone but be integrated with teaching and learning process

GRADE 3 TERM 1 WEEKS 3&4

Theme: What is friendship?

WEEK 3		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: rescue, trustworthy, honest • Rhyme / Song • Tell personal experiences. Tell news expressing feelings and opinions 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise cursive, identify patterns in sentences 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Wendy Whale to the rescue! 	
Monday	Activity 4: Writing: Planning <ul style="list-style-type: none"> • What do you think it means to be a good friend? Write a set of instructions that tell someone how to be a good friend to you. • Write a list 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 3 	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /st/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • st 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Wendy Whale to the rescue 	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 3 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: promise, threaten, defend • Rhyme / Song • Creative Storytelling • Tell personal experiences. Tell news expressing feelings and opinions • 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /oa/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • oa 	

Wednesday	Activity 4: Writing: Drafting <ul style="list-style-type: none">• What do you think it means to be a good friend? Write a set of instructions that tell someone how to be a good friend to you.• Use the writing frame	
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Wednesday	Activity 5: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 3 	
Thursday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Letter swap 	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> • Big Book: Wendy Whale to the rescue 	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 3 	
Friday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Theme Vocabulary: trait, adventurous, generous • Rhyme / Song • Discussion of the shared reading text • Tell personal experiences. Tell news expressing feelings and opinions 	
Friday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Word find 	
Friday	Activity 3: Shared Reading: Post Read	
	<ul style="list-style-type: none"> • Big Book: Wendy Whale to the rescue • Act out the story 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 3 	
Friday	Activity 5: End of week review	

WEEK 4

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: sandcastle, moat, spade • Rhyme / Song • Tell personal experiences. Tell news expressing feelings and opinions 	
Monday	Activity 2: Handwriting	
	<ul style="list-style-type: none"> • Revise cursive, change words from singular to plural 	
Monday	Activity 3: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> • Big Book: Mbuso's sandcastle 	
Monday	Activity 4: Writing: Editing	
	<ul style="list-style-type: none"> • What do you think it means to be a good friend? Write a set of instructions that tell someone how to be a good friend to you. • Use the editing checklist 	
Monday	Activity 5: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 4 	

Tuesday	Activity 1: Phonemic Awareness & Phonics	
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		<ul style="list-style-type: none"> Introduce new sounds and words: /dr/ 	
Tuesday	Activity 2:	Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> dr 	
Tuesday	Activity 3:	Shared Reading: First Read <ul style="list-style-type: none"> Big Book: Mbuso's sandcastle 	
Tuesday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 4 	
Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> Theme Vocabulary: shy, outgoing, accident Rhyme / Song Creative Storytelling Tell personal experiences. Tell news expressing feelings and opinions 	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> Introduce new sounds and words: /ee/ 	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> ee 	
Wednesday	Activity 4:	Writing: Publishing and presenting <ul style="list-style-type: none"> What do you think it means to be a good friend? Write a set of instructions that tell someone how to be a good friend to you. 	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 4 	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> Letter swap 	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> Big Book: Mbuso's sandcastle 	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 4 	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> Theme Vocabulary: thoughtful, patient, apologise Rhyme / Song Discussion of the shared reading text Tell personal experiences. Tell news expressing feelings and opinions 	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> Word Find 	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> Big Book: Mbuso's sandcastle Oral recount from the story 	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 4 	
Friday	Activity 5:	End of week review	

Theme Reflection: WHAT IS FRIENDSHIP?

What went well this cycle?

What did not go well this cycle? How can you improve on this in the next cycle?

GRADE 3 TERM 1 WEEKS 5&6

Theme: Determination

WEEK 5		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: determined, determination, achieve • Rhyme / Song • Listen to a complex sequence of instructions and responds appropriately • Listen to the main idea and for detail in stories 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise cursive, identify patterns in sentences 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Zodwa's new shoes 	
Monday	Activity 4: Writing: Planning <ul style="list-style-type: none"> • Write about a time you were determined to achieve a goal! • Write a list 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /gr/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • gr 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Zodwa's new shoes 	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: talent, donate, attitude • Rhyme / Song • Creative Storytelling • Listen to a complex sequence of instructions and responds appropriately • Listen to the main idea and for detail in stories 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /oo/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • oo 	
Wednesday	Activity 4: Writing: Drafting <ul style="list-style-type: none"> • Write about a time you were determined to achieve a goal! • Use the writing frame 	

Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none">• Groups _____• Worksheet 5	
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Thursday	Activity 1:	Phonemic Awareness & Phonics • Letter swap	
Thursday	Activity 2:	Shared Reading: Second Read • Big Book: Zodwa's new shoes	
Thursday	Activity 3:	Group Guided Reading • Groups _____ • Worksheet 5	
Friday	Activity 1:	Oral Activities • Theme Vocabulary: goal, decision, decide • Rhyme / Song • Discussion of the shared reading text • Listen to a complex sequence of instructions and responds appropriately • Listen to the main idea and for detail in stories	
Friday	Activity 2:	Phonemic Awareness & Phonics • Word find	
Friday	Activity 3:	Shared Reading: Post Read • Big Book: Zodwa's new shoes • Written comprehension	
Friday	Activity 4:	Group Guided Reading • Groups _____ • Worksheet 5	
Friday	Activity 5:	End of week review	

WEEK 6

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce the Theme • Theme Vocabulary: injury, amputate, disease • Rhyme / Song • Listen to a complex sequence of instructions and responds appropriately • Listen to the main idea and for detail in stories	
Monday	Activity 2: Handwriting • Revise cursive, change words from singular to plural	
Monday	Activity 3: Shared Reading: Pre-Read • Big Book: Musa Motha: A gravity-defying dancer	
Monday	Activity 4: Writing: Editing • Write about a time you were determined to achieve a goal! • Use the editing checklist	
Monday	Activity 5: Group Guided Reading • Groups _____ • Worksheet 6	
Tuesday	Activity 1: Phonemic Awareness & Phonics • Introduce new sounds and words: /sh/	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive • sh	

Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"><li data-bbox="539 226 1075 293">• Big Book: Musa Motha: A gravity-defying dancer	
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Tuesday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 6 	
Wednesday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Theme Vocabulary: gravity, defy, adapt • Rhyme / Song • Creative Storytelling • Listen to a complex sequence of instructions and responds appropriately • Listen to the main idea and for detail in stories 	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Introduce new sounds and words: /th/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive	
	<ul style="list-style-type: none"> • th 	
Wednesday	Activity 4: Writing: Publishing and presenting	
	<ul style="list-style-type: none"> • Write about a time you were determined to achieve a goal! 	
Wednesday	Activity 5: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 6 	
Thursday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Letter swap 	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> • Big Book: Musa Motha: A gravity-defying dancer 	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 6 	
Friday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Theme Vocabulary: crutches, inspire, prejudices • Rhyme / Song • Discussion of the shared reading text • Listen to a complex sequence of instructions and responds appropriately • Listen to the main idea and for detail in stories 	
Friday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Word Find 	
Friday	Activity 3: Shared Reading: Post Read	
	<ul style="list-style-type: none"> • Big Book: Musa Motha: A gravity-defying dancer • Written summary of the story 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 6 	
Friday	Activity 5: End of week review	

Theme Reflection: DETERMINATION

<p>What went well this cycle?</p>	
<p>What did not go well this cycle? How can you improve on this in the next cycle?</p>	

GRADE 3 TERM 1 WEEKS 7&8

Theme: Me and my siblings

WEEK 7		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: ruin, annoyed, siblings • Rhyme / Song • Suggests solutions to a problem especially during Mathematics • Participate in discussions, asking questions and showing sensitivity to the feelings of others • Use appropriate language when talking 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise cursive, identify patterns in sentences 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Bear gets a haircut! 	
Monday	Activity 4: Writing: Planning <ul style="list-style-type: none"> • Write a paragraph about one of your siblings. • Make a mind map 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /ch/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • ch 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Bear gets a haircut! 	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: trust, reaction, expected • Rhyme / Song • Creative Storytelling • Suggests solutions to a problem especially during Mathematics • Participate in discussions, asking questions and showing sensitivity to the feelings of others • Use appropriate language when talking 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /cr/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • cr 	

Wednesday	Activity 4: Writing: Drafting <ul style="list-style-type: none">• Write a paragraph about one of your siblings.• Use the writing frame	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none">• Groups _____• Worksheet 7	

Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Letter swap 	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: Bear gets a haircut! 	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: furious, generous, possession • Rhyme / Song • Discussion of the shared reading text • Suggests solutions to a problem especially during Mathematics • Participate in discussions, asking questions and showing sensitivity to the feelings of others • Use appropriate language when talking 	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Word find 	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: Bear gets a haircut! • Written comprehension 	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 7 	
Friday	Activity 5:	End of week review	

WEEK 8

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: albino, perspective, annoyed, prejudice • Rhyme / Song • Suggests solutions to a problem especially during Mathematics • Participate in discussions, asking questions and showing sensitivity to the feelings of others • Use appropriate language when talking 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise cursive, change words from singular to plural 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Go play Fanisa! 	
Monday	Activity 4: Writing: Editing <ul style="list-style-type: none"> • Write a paragraph about one of your siblings. • Use the editing checklist 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 	

Tuesday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Introduce new sounds and words: /oo/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive	
	<ul style="list-style-type: none"> • oo 	
Tuesday	Activity 3: Shared Reading: First Read	
	<ul style="list-style-type: none"> • Big Book: Go play Fanisa! 	
Tuesday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 8 	

Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: guilty, uncomfortable, comfortable • Rhyme / Song • Creative Storytelling • Suggests solutions to a problem especially during Mathematics • Participate in discussions, asking questions and showing sensitivity to the feelings of others • Use appropriate language when talking 	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /ng/ 	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • ng 	
Wednesday	Activity 4:	Writing: Publishing and presenting <ul style="list-style-type: none"> • Write a paragraph about one of your siblings. 	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Letter swap 	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: Go play Fanisa! 	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: lonely, clingy, independent • Rhyme / Song • Discussion of the shared reading text • Suggests solutions to a problem especially during Mathematics • Participate in discussions, asking questions and showing sensitivity to the feelings of others • Use appropriate language when talking 	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Word Find 	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: Go play Fanisa! • Oral recount from the story 	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 	
Friday	Activity 5:	End of week review	

Theme Reflection: ME AND MY SIBLINGS

What went well this cycle?

What did not go well this cycle? How can you improve on this in the next cycle?

GRADE 3 TERM 1 WEEKS 9&10

Theme: Imagination

WEEK 9		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: imagination, real, pretend • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise cursive, identify patterns in sentences 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Jack and the beanstalk 	
Monday	Activity 4: Writing: Planning <ul style="list-style-type: none"> • Write a story that is set in a fictional place. Use your imagination! • Make a mind map 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /ar/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • ar 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Jack and the beanstalk 	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: beanstalk, giant, impressed • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /or/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive <ul style="list-style-type: none"> • or 	
Wednesday	Activity 4: Writing: Drafting <ul style="list-style-type: none"> • Write a story that is set in a fictional place. Use your imagination! • Use the writing frame 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 	

Thursday	Activity 1:	Phonemic Awareness & Phonics • Letter swap	
Thursday	Activity 2:	Shared Reading: Second Read • Big Book: Jack and the beanstalk	
Thursday	Activity 3:	Group Guided Reading • Groups _____ • Worksheet 9	
Friday	Activity 1:	Oral Activities • Theme Vocabulary: magic, harp, creature • Rhyme / Song • Discussion of the shared reading text	
Friday	Activity 2:	Phonemic Awareness & Phonics • Word find	
Friday	Activity 3:	Shared Reading: Post Read • Big Book: Jack and the beanstalk • Illustrate the text	
Friday	Activity 4:	Group Guided Reading • Groups _____ • Worksheet 9	
Friday	Activity 5:	End of week review	

WEEK 10

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce the Theme • Theme Vocabulary: villain, fiction, non-fiction • Rhyme / Song	
Monday	Activity 2: Handwriting • Revise cursive, change words from singular to plural	
Monday	Activity 3: Shared Reading: Pre-Read • Big Book: Stacey's first book	
Monday	Activity 4: Writing: Editing • Write a story that is set in a fictional place. Use your imagination! • Use the editing checklist	
Monday	Activity 5: Group Guided Reading • Groups _____ • Worksheet 10	
Tuesday	Activity 1: Phonemic Awareness & Phonics • Introduce new sounds and words: /ur/	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences in cursive • ur	
Tuesday	Activity 3: Shared Reading: First Read • Big Book: Stacey's first book	
Tuesday	Activity 4: Group Guided Reading • Groups _____ • Worksheet 10	

Wednesday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Theme Vocabulary: doubt, confidence, activist • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Introduce new sounds and words: /ir/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences in cursive	
	<ul style="list-style-type: none"> • ir 	
Wednesday	Activity 4: Writing: Publishing and presenting	
	<ul style="list-style-type: none"> • Write a story that is set in a fictional place. Use your imagination! 	
Wednesday	Activity 5: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 10 	
Thursday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Letter swap 	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> • Big Book: Stacey's first book 	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 10 	
Friday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Theme Vocabulary: publish, editor, beam • Rhyme / Song • Discussion of the shared reading text 	
Friday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Word Find 	
Friday	Activity 3: Shared Reading: Post Read	
	<ul style="list-style-type: none"> • Big Book: Stacey's first book • Written summary of the story 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 10 	
Friday	Activity 5: End of week review	

Theme Reflection: IMAGINATION

What went well this cycle?

What did not go well this cycle? How can you improve on this in the next cycle?

Tracker for Group Guided Reading

Please ensure that you do the following:

TERM 1 READING GROUPS

1. In the first two weeks of school, sort learners into group guided reading groups using the guidance given in the orientation programme.
2. Assign learners to same-ability groups and fill their names in on the table that follows.
3. Space has been allocated for 8 groups for teachers who have very large classes.
4. Ideally, try to have 5 groups, with no more than 8 learners per group.
5. There are 2 copies of table called TERM 1 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

TERM 1 GROUP GUIDED READING TRACKER

1. Please write the group names in this table.
2. In the first column, list all the texts that you have access to. This includes sound and word cards, the DBE Workbook stories, and any graded readers that you may have.
3. As each group starts a new text, write the start date in this table.
4. Allow groups to progress at their own pace.

Term 1 Reading Groups

Date								
Group number and name	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Reading day								
Group members' names								
Date								

Group number and name	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Reading day								
Group members' names								

Term 1 Group Guided Reading Tracker

Text	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Text	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8

PROGRAMME OF ASSESSMENT

In accordance with Section 4 of CAPS, assessment of **Foundation Phase HL** must be done **continuously** in an **integrated manner**, using **different tools**. Assessment must be done **for learning**, and **of learning**. This means that throughout the term, you should assess learners and keep records in different ways, for instance:

- Keeping notes in an **assessment note book**
- Using a **checklist**
- Giving **written feedback** in learners' books
- Use **rubrics** to assess specific skills, knowledge or competencies

You should **use these assessment records** to **inform the support or extension** that you give to different learners.

At the end of the term, you should **look at all the assessment records and notes** for each learner, as well as the learners' written work. Then, use your **professional judgement** to assign each learner a **rating from 1-7** for **each component of Home Language**.

You may choose to use the following sample assessment plan, or to design your own assessment task, aligned to Section 4 of CAPS:

Tools required for the sample assessment plan:

1. Assessment Note Book

- Use an A4 book for this purpose. Cover and label the book, and include the words: Private and Confidential.
- Divide each page into two by ruling a line across the page.
- Label each half page with a learner's name and surname.
- Include the learner's date of birth.
- Use this book to keep a record of events in the learner's life that are relevant to their education. For example: *Repeated Gr 1 due to lack of phonic knowledge. Mother passed away in 2019, lives with aunt.*
- Remember to date each entry.
- Then, record any progress or issues that you notice during the course of the term. And remember, you can assess a learners' language skills in all subjects. Keep notes

in the Assessment Note Book, for example: *Still struggling to recognise the single phonemes taught. 21/03/2020.*

2. Assessment Checklist (sample included)

- This programme includes an assessment checklist for the term.
- This includes the main skills, knowledge and competencies that learners should acquire over the course of the term.
- Use this checklist to informally assess learners over the course of the term.
- You may not manage to assess every item on the checklist for every learner, but do as much as you can, by observing learners during different lessons.

3. Assessment Rubrics (samples included)

- Also included in this programme are rubrics designed to assess specific skills, knowledge and competencies.
- Use these tools during the course of the term to assess learners.
- Record the learners' results in the Assessment Note Book or on the Composite Recording Sheet.

4. Term 1 Composite Recording Sheet (sample included)

- Use this form to record a final rating from 1-7 for each learner, for each component of Home Language.
- First, examine all learner records and results for each component, and then decide on a rating for each learner and fill it in on this sheet.
- Then, work out the overall rating for each learner, for the term.
- Do this by working out an average rating. If you feel this average rating needs to be adjusted up or down one level, use your professional judgement to do so.
- Remember that it is important to be able to justify the ratings you assign to each learner, based on the evidence that you accumulate throughout the term.

QUICK GUIDE TO SAMPLE ASSESSMENT (SUMMARY)

1. Get the required **Assessment Tools** ready for the term: **Assessment Note Book; Checklist; Rubrics; and Composite Recording Sheet.**
2. **Read** the integrated **Assessment Task** for the term.
3. **Implement continuous** assessment for learning and assessment of learning throughout the term, **using all tools.**
4. At the end of the term, **examine all learner records and results** for each component, as well as the learners' written work, and decide on **ratings of 1-7.** Fill these in on the **Composite Record Sheet.**

TERM 1 HOME LANGUAGE ASSESSMENT TASK

Language component	Grade 1	Assessment Tool
Listening & Speaking	Listens for the main idea and details in a story and answers higher-order questions related to the story	Rubric Checklist
Reading	Reads aloud at own level	Rubric Checklist
Handwriting & Writing	Writes at least one paragraph (eight sentences) using correct punctuation and tenses	Rubric Checklist

Grade 3 Term 1 Checklist: Home Language

✓		/x		Listening & Speaking			Phonics			Reading & Comprehension		Handwriting		Writing				
		Talks about personal experiences, expressing feelings and opinions	Listens to a complex sequence of instructions (at least 4) and responds	Listens for the main idea and for details in stories	Participates in discussions, asking questions and showing sensitivity to the	Identifies letter-sound relationships of all single	Identifies letter-sound relationships of other taught phonemes: (sh, ch, wh, th, oo, ee, ea, ai, oa, ay, silent	Builds up words using sounds learnt	Participates in shared reading to predict, listen to and discuss stories and characters	Answers higher order questions before, during and after reading a shared	Forms all upper and lower case letters correctly in joined script	Writes sentences legibly and correctly in both print and joined script or	Writes at least one paragraph (8 sentences)	Uses punctuation and past, present and future tenses correctly	Uses phonic knowledge and spelling rules to write unfamiliar words			
Date																		
Names of learners																		
1																		
2																		
3																		
4																		
5																		
6																		

Please note: This is an example. An actual checklist is included in the RESOURCE PACK. Please stick this into your Assessment Book, or file it in an Assessment File.

TERM 1 RUBRICS

LISTENING & SPEAKING RUBRIC					
OBJECTIVE	Listens for the main idea and details in a story and answers higher-order questions related to the story				
IMPLEMENTATION	<ul style="list-style-type: none"> This can be done at any time from Week 5 to Week 8 Do this on Fridays during the Oral Activity: Discussion of Shared Reading or on Fridays during the Shared Reading: Post Read activity 				
ACTIVITY	<ul style="list-style-type: none"> During the 'Discussion of Shared Reading Text' or the 'Shared Reading: Post-Read', call individual learners to answer some of the following kinds of questions about the text: <p>Main idea</p> <ol style="list-style-type: none"> What do you think the main idea of this story is? Why? <ul style="list-style-type: none"> If prompting is required, provide the learner with two options to choose from, i.e.: Do you think the main idea is....or...? <p>Details</p> <ol style="list-style-type: none"> Who..? What...? When...? How...? List...? <p>Higher-order</p> <ol style="list-style-type: none"> Do you think...? Can you make a connection to... What can you infer... If you were.... 				
RUBRIC	1	2	3	4	5
Details	The learner cannot correctly recall any details from the story.	The learner correctly recalls some details from the story, with some prompting.	The learner correctly recalls all details from the story, with some prompting.	The learner correctly recalls all details from the story without prompting.	The learner correctly identifies all details from the story quickly, fluently and accurately.
Main idea	The learner cannot identify the main idea of the text, even when given a choice of options.	The learner identifies the main idea of the text when given a choice of options.	The learner identifies the main idea of the text, but cannot justify the answer.	The learner identifies the main idea of the text, and can partially justify the answer.	The learner identifies the main idea of the text, and can fully justify the answer.
Higher-order questions	The learner cannot correctly answer a higher-order question about the text.	The learner correctly answers a higher-order question about the text with some support.	The learner correctly answers a higher-order question about the text, but cannot justify the answer.	The learner correctly answers a higher-order question about the text, and can partially justify the answer.	The learner correctly answers a higher-order question about the text, and can fully justify the answer.

READING RUBRIC				
OBJECTIVE	Reads aloud at own level			
IMPLEMENTATION	<ul style="list-style-type: none"> This can be done at any time from Week 5 to Week 8 Do this during Group Guided Reading 			
ACTIVITY	During 'Group Guided Reading' listen to each learner in the group read independently and mark them using the rubric below			
RUBRIC	1	2	3	4
VOLUME & EXPRESSION	The learner reads in a quiet voice. The reading does not sound natural like talking to a friend.	The learner reads in a quiet voice. The reading sounds natural in parts of the text, but the reader does not always sound like they are talking to a friend.	The learner reads with volume and expression. Sometimes the learner slips into expressionless reading and does not sound like they are talking to a friend.	The learner reads with varied volume and expression. The learner sounds like they are talking to a friend with their voice matching the interpretation of the passage.
PHRASING	The learner reads word-by-word in a monotone voice.	The learner reads in two or three word phrases, not adhering to punctuation, stress and intonation.	The learner reads with a mixture of run-on sentences, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	The learner reads with good phrasing; adhering to punctuation, stress and intonation.
SMOOTHNESS	The learner frequently hesitates while reading, sounds out words, and repeats words or phrases. The learner makes multiple attempts to read the same passage.	The learner reads with extended pauses or hesitations. The learner has 'rough spots' that are difficult for them to get through in the text.	The learner reads with occasional breaks in rhythm. The learner has difficulty with specific words and / or sentence structures.	The learner reads smoothly with some breaks. The learner is usually able to self-correct when reading difficult words and / or sentence structures.
PACE	The learner reads slowly and laboriously.	The learner reads moderately slowly.	The learner reads fast and slow throughout reading.	The learner reads at a conversational pace throughout the reading.

WRITING & HANDWRITING RUBRIC				
OBJECTIVE	Writes at least one paragraph (eight sentences) using correct punctuation and tenses			
IMPLEMENTATION	<ul style="list-style-type: none"> This can be done on the Wednesday of Week 6 or the Wednesday of Week 8 using the writing tasks in the lesson plans. 			
ACTIVITY	<ol style="list-style-type: none"> Do the writing lesson as usual. Collect the learners' exercise books and mark the writing using the rubric that follows. 			
RUBRIC	1	2	3	4
Sentences	Writes 1-2 sentences on topic, or writes sentences that are not on topic.	Writes 3-4 sentences on topic.	Writes 5-6 sentences on topic.	Writes 7-8 sentences on topic.
Capitalisation	Uses uppercase and lowercase letters interchangeably.	Capitalises the first word inconsistently.	Capitalises the first word and the pronoun I consistently	Capitalises the first word, the pronoun I and names consistently.
Punctuation	Does not use punctuation.	Punctuation is used incorrectly and Inconsistently.	Punctuation is often used correctly, but is mostly limited to capital letters and full stops.	Punctuation is mostly used correctly and includes the use of commas, question and exclamation marks.
Spacing	No spacing between words.	Inconsistent spacing between words.	Mostly correct spacing between words.	Correct spacing between words.
Words	Sight words not spelled correctly. Does not use phonic knowledge to try and write unknown words.	A few sight words spelled correctly. Attempts to use phonic knowledge to write a few unknown words, but makes many errors.	Some sight words spelled correctly. Uses phonic knowledge to write many unknown words with only a few errors.	Most sight words spelled correctly. Uses phonic knowledge successfully to write unknown words correctly.
Ideas	Ideas are difficult to understand.	Ideas are generally understandable.	Ideas are personal and original.	Ideas are personal, original, and creative. Some relevant details included.
Handwriting	Handwriting is mostly print or illegible, and is slow and laborious.	Handwriting is mostly cursive or joined script and is fairly legible, but is slow.	Handwriting is cursive or joined script, is legible and written at a good pace.	Handwriting is cursive or joined script, is neat and legible, and is written at an excellent pace.

Tracking of learner performance at the end of the term

The evidence gathered from both **Assessment for Learning and Assessment of Learning practices and situations** will be used to track and report on each learner's performance and progress at the end of the Term and year. The 7 point rating scale will be utilised for this purpose. Below is the composite recording sheet for tracking learner performance and progress.

Composite Recording Sheet: Home Language Grade 3 Term 1						
Learner	Language Components					
	Listening & Speaking	Phonics	Reading & Comprehension	Handwriting	Writing	Overall Performance
1						
2						

Please note: This is an example. An actual checklist is included in the RESOURCE PACK. Please stick this into your Assessment Book, or file it in an Assessment File.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING GRADES R TO 3		
RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 - 29