

**HOME LANGUAGE: SETSWANA
TRACKER
&
PROGRAMME OF ASSESSMENT
GRADE 2
TERM 1 2020**

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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.

GRADE 2 TERM 1 WEEKS 3&4

Theme: Keteko ya malatsi a botsalo

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: Keteka, keteko, kgakgamalo • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Moetlo wa matsalo o o lebetsweng 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Kwala lenaane la dimpho tse o tla ratang go di amogela ka letsatsi la gago la matsalo. Thala setshwantsho mme o kwale lenaane. 	
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: /uu/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • UU, uu 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Moetlo wa matsalo o o lebetsweng 	
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: gopola, lebala, lebetsweng • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /ntl/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • NTL, ntl 	

Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Kwala lenaane la dimpho tse o tla ratang go di amogela ka letsatsi la gago la matsalo. Thala setshwantsho mme o kwale lenaane o dirisa diphegelwana. 	
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"> • Segmenting and blending 	
Thursday	Activity 2: Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: Moletlo wa matsalo o o lebetsweng 	
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: mpho, itumetse, golosegile • 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: Moletlo wa matsalo o o lebetsweng • Oral summary of 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: Laletsa, taletso, enfelopo • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Moletlo wa botsalo wa ga Zanele 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Kwala ka toro ya keteko ya letsatsi la botsalo la gago. Thala setshwantsho mme o kwale dipolelo di le pedi. Se, ke karolo ya bukaphaposi ya kwa sekhutlwaneng sa puiso. 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 4 	

Tuesday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> Introduce new sounds and words: /nkg/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences	
	<ul style="list-style-type: none"> NKG, nkg 	
Tuesday	Activity 3: Shared Reading: First Read	
	<ul style="list-style-type: none"> Big Book: Moletlo wa botsalo wa ga Zanele 	
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: Naya, amogela, tsietsega Rhyme / Song Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> Introduce new sounds and words: /ai/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences	
	<ul style="list-style-type: none"> AI, ai 	
Wednesday	Activity 4: Writing: Plan and Draft	
	<ul style="list-style-type: none"> Kwala ka toro ya keteko ya letsatsi la botsalo la gago. Thala setshwantsho mme o kwale dipolelo di le pedi. Se, ke karolo ya bukaphaposi ya kwa sekhutlwaneng sa puiso. 	
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"> Segmenting and blending 	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> Big Book: Moletlo wa botsalo wa ga Zanele 	
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: Maitshwarelo, ka phoso, phoso 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: Moletlo wa botsalo wa ga Zanele Written comprehension 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> Groups _____ Worksheet 4 	
Friday	Activity 5: End of week review	

Theme Reflection: KETEKO YA MALATSI A BOTSALO

What went well this cycle?

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

GRADE 2 TERM 1 WEEKS 5&6

Theme: Go tswa

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: Dipalangwa, tlwaelegileng, tse di sa tlwaelegang • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Toroko e e bidiwang Chuck 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Kwala lenaane la dipalangwa tse o di ratang. Thala setshwantsho mme o kwale lenaane. 	
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: /gw/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • GW, gw 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Toroko e e bidiwang Chuck 	
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: go se itshepe, eletsa, itumelela • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /kgw/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • KGW, kgw 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Kwala lenaane la mefuta ya dipalangwa tse o di ratang. Thala setshwantsho mme o kwale lenaane o dirisa diphegelwana 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 	

Thursday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> Segmenting and blending 	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> Big Book: Toroko e e bidiwang Chuck 	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> Groups _____ Worksheet 5 	
Friday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> Theme Vocabulary: Lori, lebelo, phatsima 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: Toroko e e bidiwang Chuck Oral recount from the story 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> Groups _____ Worksheet 5 	
Friday	Activity 5: End of week review	

WEEK 6

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> Introduce the Theme Theme Vocabulary: Dipalangwa, tsela, e e sa releleng Rhyme / Song 	
Monday	Activity 2: Handwriting	
	<ul style="list-style-type: none"> Revise sounds and words previously taught 	
Monday	Activity 3: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> Big Book: Haile Gebrselassie: Naletsana ya mabelo 	
Monday	Activity 4: Writing: Plan and Draft	
	<ul style="list-style-type: none"> Kwala ka sepalangwa se o se dirisang go ya le go bowa kwa sekolong. Thala setshwantsho mme o kwale dipolelo di le pedi. Se, ke karolo ya bukaphaposi ya kwa sekhutlwaneng sa puiso. 	
Monday	Activity 5: Group Guided Reading	
	<ul style="list-style-type: none"> Groups _____ Worksheet 6 	
Tuesday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> Introduce new sounds and words: /tlw/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences	
	<ul style="list-style-type: none"> TLW, tlw 	

Tuesday	Activity 3:	Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Haile Gebrselassie: Naletsana ya mabelo 	
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: Etopia, Diolimpiki, Dinaga, ikaeletse • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /ngw/ 	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • NGW, ngw 	
Wednesday	Activity 4:	Writing: Plan and Draft <ul style="list-style-type: none"> • Kwala ka sepalangwa se o se dirisang go ya le go bowa kwa sekolong. Thala setshwantsho mme o kwale dipolelo di le pedi. Se, ke karolo ya bukaphaposi ya kwa sekhutlwane sa puiso. 	
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"> • Segmenting and blending 	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: Haile Gebrselassie: Naletsana ya mabelo 	
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: Metlele, ipela, akgola • 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: Haile Gebrselassie: Naletsana ya mabelo • Illustrate the text 	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 6 	
Friday	Activity 5:	End of week review	

Theme Reflection: KUTETAYETA ENDZAWENI

What went well this cycle?

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

GRADE 2 TERM 1 WEEKS 7&8

Theme: go thusa ditsala tsa rona

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: Thusa, go thusa, pelonomi • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Leotwana la ga Jane le le duleng mowa 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Kwala dikgang tsa gago tse o tla di abelanang le tsala. Thala setshwantsho mme o kwale dipolelo tse pedi tsa dikgang. 	
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: /nkg/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • NKG, nkg 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Leotwana la ga Jane le le duleng mowa 	
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: Letaere, letaere le le tswileng mowa, phantšhara, pompo, peretshitswana • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /ntlh/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • NTLH, ntlh 	

Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Kwala dikgang tsa gago tse o tla abelanang ka tsona le tsala. Thala setshwantsho mme o kwale dipolelo tse pedi ka dikgang 	
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"> • Segmenting and blending 	
Thursday	Activity 2: Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: Leotwana la ga Jane le le duleng mowa 	
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: Kotsi, botsalano, tlhokomelo • 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: Leotwana la ga Jane le le duleng mowa • 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: Motomo, khukhuna, phatlhalala • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Maiphitlha-phitlhwane 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Kwala ka ga nako e o neng wa thusa tsala. Thala setshwantsho mme o kwale dipolelo tse pedi. 	
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: /tshw/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences	
	<ul style="list-style-type: none"> TSHW, tshw 	
Tuesday	Activity 3: Shared Reading: First Read	
	<ul style="list-style-type: none"> Big Book: Maiphitlha-phitlhwane 	
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: fa morago ga, ka fa tlase ga, go isa kwa, kgakala le Rhyme / Song Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> Introduce new sounds and words: /tsw/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences	
	<ul style="list-style-type: none"> TSW, tsw 	
Wednesday	Activity 4: Writing: Plan and Draft	
	<ul style="list-style-type: none"> Kwala ka nako ya fa o ne o thusa tsala. Thala setshwantsho mme o kwale dipolelo tse pedi 	
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"> Segmenting and blending 	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> Big Book: Maiphitlha-phitlhwane 	
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: lthaopa, tikologo, batla 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: Maiphitlha-phitlhwane Oral recount of 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: GO THUSA DITSALA TSA RONA

What went well this cycle?

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

GRADE 2 TERM 1 WEEKS 9&10

Theme: Go thusa ditsala tsa rona

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: Maikaelelo, phitlhelelo, katlego, atlegile • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Marie o a ipolokela. 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Kwala lenaane la maikaelelo a o batlang go a fitlhelela. Thala setshwantsho mme o kwale lenaane. 	
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"> • Revise previously taught sounds 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • Revise previously taught words / letters / sentences 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Marie o a ipolokela. 	
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: Tokafala, rulaganya, phadisano • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revise sounds and words 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • Revise letter(s) / words / sentences 	

Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Kwala lenaane la maikaelelo a o batlang go a fitlhelela. Thala setshwantsho mme o kwale lenaane o dirisa diphegelwana. 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 	
Thursday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending 	
Thursday	Activity 2: Shared Reading: Second Read <ul style="list-style-type: none"> • Big Book: Marie o a ipolokela. 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 	
Friday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Boloka, ikatisa, batla • 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: Marie o a ipolokela. • Illustrate the text 	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 9 	
Friday	Activity 5: End of week review	
WEEK 10		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Leano, bothale ba kitso, bothale • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Morwa yo o bothale 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Kwala ka maikaelelo a gago a a sa feteng bongwe, le gore o ka a fitlhelela jang. O ka tlhopha go tswa mo lenaaneng la gago. Thala setshwantsho mme o kwale dipolelo tse pedi 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 10 	

Tuesday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Tuesday	Activity 2: Handwriting	
	<ul style="list-style-type: none"> • Revise letters and words previously taught 	
Tuesday	Activity 3: Shared Reading: First Read	
	<ul style="list-style-type: none"> • Big Book: Morwa yo o bothale 	
Tuesday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Groups _____ • Worksheet 10 	
Wednesday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> • Theme Vocabulary: Motlapa, bonatla, tshwanelwa • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Wednesday	Activity 3: Handwriting	
	<ul style="list-style-type: none"> • Revise sounds and words previously taught 	
Wednesday	Activity 4: Writing: Plan and Draft	
	<ul style="list-style-type: none"> • Kwala ka maikaelelo a gago le gore o ka a fitlhelela jang. O ka tlhopha go tswa mo lenaaneng la beke e e fetileng, kgotsa o tlhophe maikaelelo a mangwe. Thala setshwantsho mme o kwale dipolelo tse pedi. 	
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"> • Segmenting and blending 	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> • Big Book: Morwa yo o bothale 	
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: phitlhelelo, go newa boswa, bokgoni • 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: Morwa yo o bothale • Oral recount 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: GO THUSA DITSALA TSA RONA

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 2	Assessment Tool
Listening & Speaking	Listens to a story with enjoyment and answers questions related to the story	Rubric Checklist
Phonics	Identifies letter-sound relationships of the sounds taught	Week 9-10 Monday Phonics Activity Checklist
Reading	Reads aloud at own level	Rubric Checklist
Handwriting & Writing	Writes legibly and fluently Writes at least three sentences using known sounds, sight words, capital letters and full stops	Rubric Checklist

Grade 2 Term 1 Checklist: Home Language

✓/x		Listening & Speaking				Phonics			Reading & Comprehension		Handwriting		Writing	
		Talks about personal experiences	Listens to instructions containing at least two parts and responds appropriately	Tells a story that has a beginning, middle and end	Participates in discussions, answers questions, listens to others and takes turns	Identifies letter-sound relationships of all single letters	Identifies letter-sound relationships of other taught phonemes: (sh, ch, th, wh, oo, ee)	Builds up words using sounds learnt	Participates in shared reading to predict, listen to and discuss stories	Identifies main idea and key details in shared reading text	Forms taught letters correctly	Writes with appropriate speed and fluency	Writes at least 3 sentences independently	Uses personal dictionary as resource
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 to a story with enjoyment and answers 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 				
ACTIVITY	During the 'Discussion of Shared Reading Text' sit with a group and listen to the responses of each learner				
RUBRIC	1	2	3	4	5
Listening skills	The learner struggles to focus and listen, and does not appear to enjoy this activity.	The learner struggles to focus and listen, but does appear to enjoy this activity.	The learner listens to and enjoys at least half of the text.	The learner listens to and enjoys more than half of the text.	The learner listens to and enjoys all of the text.
Answering questions	The learner struggles to answer even basic recall questions without support.	The learner answers basic recall questions without support.	The learner answers basic recall questions and some higher level questions without support.	The learner answers basic recall questions and most higher level questions without support.	The learner answers basic recall questions and all higher level questions without support.

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 legibly and fluently Writes at least three sentences using known sounds, sight words, capital letters and full stops			
IMPLEMENTATION	<ul style="list-style-type: none"> This can be done at any time from Week 6 to Week 8, using the Monday or Wednesday 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 or draws to convey a message.	Writes 1 sentence on topic.	Writes 2 sentences on topic.	Writes 3 or more 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 people's names consistently.
Punctuation	Does not use end punctuation.	End punctuation is used incorrectly and Inconsistently.	End punctuation is often used correctly, but is mostly limited to full stops.	End punctuation is mostly used correctly and includes the use of question marks and exclamation marks.
Spacing	No spacing between words.	Inconsistent spacing between words.	Mostly correct spacing between words.	Correct spacing between words.
Words	Uses beginning sounds to represent words.	Uses beginning and end sounds to represent words.	Uses familiar words or repeats words. Writes some words phonetically.	Uses familiar words correctly. Attempts to use some new words. New words are spelled phonetically.
Sight words	Sight words not spelled correctly.	A few sight words spelled correctly.	Some sight words spelled correctly.	Most sight words spelled 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.

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 2 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