

**HOME LANGUAGE: XITSONGA  
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: Ku tlangela masiku ya ku velekiwa

WEEK 3		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce the Theme</li> <li>• Theme Vocabulary: ku tlangela, ntlangu, xihlamariso</li> <li>• Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Siku ro velekiwa leri nga rivariwa</li> </ul>	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Tsala nongonoko wa tinyiko leti u nga tsakelaka ku ti amukela hi siku ra wena ro velekiwa</li> </ul>	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 3</li> </ul>	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /n'/</li> </ul>	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• N', n'</li> </ul>	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Siku ro velekiwa leri nga rivariwa</li> </ul>	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 3</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: tsundzuka, rivala, rivariweke</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /uo/</li> </ul>	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• UO, uo</li> </ul>	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Tsala nongonoko wa tinyiko leti u nga navelaka ku ti amukela hi siku ra wena ro velekiwa</li> </ul>	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 3</li> </ul>	

Thursday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>Segmenting and blending</li> </ul>	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> <li>Big Book: Siku ro velekiwa leri nga rivariwa</li> </ul>	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 3</li> </ul>	
Friday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> <li>Theme Vocabulary: nyiko, nkhensa, tshunxekile</li> <li>Rhyme / Song</li> <li>Discussion of the shared reading text</li> </ul>	
Friday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>Word find</li> </ul>	
Friday	Activity 3: Shared Reading: Post Read	
	<ul style="list-style-type: none"> <li>Big Book: Siku ro velekiwa leri nga rivariwa</li> <li>Oral summary of the story</li> </ul>	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 3</li> </ul>	
Friday	Activity 5: End of week review	
<b>WEEK 4</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> <li>Introduce the Theme</li> <li>Theme Vocabulary: rhamba, xirhambo, mvhilopho</li> <li>Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting	
	<ul style="list-style-type: none"> <li>Revise sounds and words previously taught</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> <li>Big Book: Siku ro tlangela ku velekiwa ka Zanele</li> </ul>	
Monday	Activity 4: Writing: Plan and Draft	
	<ul style="list-style-type: none"> <li>Tsala hi norho wa wena wo tlangela siku ra wena ro velekiwa</li> </ul>	
Monday	Activity 5: Group Guided Reading	
	<ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 4</li> </ul>	
Tuesday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>Introduce new sounds and words: /aa/</li> </ul>	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences	
	<ul style="list-style-type: none"> <li>AA, aa</li> </ul>	

Tuesday	Activity 3:	Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Siku ro tlangela ku velekiwa ka Zanele</li> </ul>	
Tuesday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 4</li> </ul>	
Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: nyika, amukela, pfilunganyekile</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /oo/</li> </ul>	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• OO, oo</li> </ul>	
Wednesday	Activity 4:	Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Tsala hi norho wa wena wo tlangela siku ra wena ro velekiwa.</li> </ul>	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 4</li> </ul>	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending</li> </ul>	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: Siku ro tlangela ku velekiwa ka Zanele</li> </ul>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 4</li> </ul>	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: ku kombela ku khomeriwa, hi khombo, xihoxo</li> <li>• Rhyme / Song</li> <li>• Discussion of the shared reading text</li> </ul>	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Word Find</li> </ul>	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> <li>• Big Book: Siku ro tlangela ku velekiwa ka Zanele</li> <li>• Written comprehension</li> </ul>	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 4</li> </ul>	
Friday	Activity 5:	End of week review	

**Theme Reflection: KU TLANGELA MASIKU YA KU VELEKIWA**

<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 2 TERM 1 WEEKS 5&6

## Theme: Ku rhendzeleka

WEEK 5		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce the Theme</li> <li>• Theme Vocabulary: vutleke-tleke, hi ntolovelo, lexi nga taliki ku voniwa</li> <li>• Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Chuck wa teretere</li> </ul>	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Tsala nongonoko wa tinxaka ta swifambo leswi u swi tsakelaka</li> </ul>	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 5</li> </ul>	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /ie/</li> </ul>	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• IE, ie</li> </ul>	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Chuck wa teretere</li> </ul>	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 5</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: hlayisekanga/sirhelekanga, la navelaka, tsakela</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /ue/</li> </ul>	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• UE, ue</li> </ul>	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Tsala nongonoko wa tinxaka ta swifambo leswi u swi tsakelaka</li> </ul>	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 5</li> </ul>	



Thursday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Segmenting and blending</li> </ul>	
Thursday	Activity 2: Shared Reading: Second Read	
	<ul style="list-style-type: none"> <li>• Big Book: Chuck wa teretere</li> </ul>	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 5</li> </ul>	
Friday	Activity 1: Oral Activities	
	<ul style="list-style-type: none"> <li>• Theme Vocabulary: lori, rivilo, vangama</li> <li>• Rhyme / Song</li> <li>• Discussion of the shared reading text</li> </ul>	
Friday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Word find</li> </ul>	
Friday	Activity 3: Shared Reading: Post Read	
	<ul style="list-style-type: none"> <li>• Big Book: Chuck wa teretere</li> <li>• Oral recount from the story</li> </ul>	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 5</li> </ul>	
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"> <li>• Introduce the Theme</li> <li>• Theme Vocabulary: swifambo, ndlela, magoji, xiganga</li> <li>• Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting	
	<ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> <li>• Big Book: Haile Gebrselassie: Xitsutsumi xa vuswikoti</li> </ul>	
Monday	Activity 4: Writing: Plan and Draft	
	<ul style="list-style-type: none"> <li>• Tsala hi xifambo lexi u xi tirhisaka ku ya exikolweni na ku muka</li> </ul>	
Monday	Activity 5: Group Guided Reading	
	<ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 6</li> </ul>	
Tuesday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Introduce new sounds and words: /ii/</li> </ul>	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences	
	<ul style="list-style-type: none"> <li>• ll, ii</li> </ul>	

Tuesday	Activity 3:	Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Haile Gebrselassie: Xitsutsumi xa vuswikoti</li> </ul>	
Tuesday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 6</li> </ul>	
Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: Ethiopia, Tiolimpiki, xa matiko hinkwawo, ku hlamusela</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /ee/</li> </ul>	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• EE, ee</li> </ul>	
Wednesday	Activity 4:	Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Tsala hi xifambo lexi u xi tirhisaka ku ya exikolweni na ku muka</li> </ul>	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 6</li> </ul>	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending</li> </ul>	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: Haile Gebrselassie: Xitsutsumi xa vuswikoti</li> </ul>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 6</li> </ul>	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: medali, tinyungubyisa, ndhunduzela</li> <li>• Rhyme / Song</li> <li>• Discussion of the shared reading text</li> </ul>	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Word Find</li> </ul>	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> <li>• Big Book: Haile Gebrselassie: Xitsutsumi xa vuswikoti</li> <li>• Illustrate the text</li> </ul>	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 6</li> </ul>	
Friday	Activity 5:	End of week review	

**Theme Reflection: KU RHENDZELEKA**

<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 2 TERM 1 WEEKS 7&8

## Theme: Ku pfuna vanghana va hina

WEEK 7		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce the Theme</li> <li>• Theme Vocabulary: pfuna, mpfuno, vunene</li> <li>• Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Tayere ra Jane ro ponca</li> </ul>	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Tsala mahungu lawa u nga ta avelana na munghana</li> </ul>	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 7</li> </ul>	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /ngh/</li> </ul>	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• NGH, ngh</li> </ul>	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Tayere ra Jane ro ponca</li> </ul>	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 7</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: tayere, tayere ro ponca, ku ponca, pompi, xikanyakanya</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /ntw/</li> </ul>	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• NTW, ntw</li> </ul>	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Tsala mahungu ya wena lawa u nga ta avelana na munghana</li> </ul>	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 7</li> </ul>	

Thursday	Activity 1:	Phonemic Awareness & Phonics • Segmenting and blending	
Thursday	Activity 2:	Shared Reading: Second Read • Big Book: Tayere ra Jane ro ponca	
Thursday	Activity 3:	Group Guided Reading • Groups _____ • Worksheet 7	
Friday	Activity 1:	Oral Activities • Theme Vocabulary: nghozi, vunghana, ku hlayisa • 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: Tayere ra Jane ro ponca • Written comprehension	
Friday	Activity 4:	Group Guided Reading • Groups _____ • Worksheet 7	
Friday	Activity 5:	End of week review	

### WEEK 8

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce the Theme • Theme Vocabulary: diramu, tlutlama, hangalaka/ hangalakile • Rhyme / Song	
Monday	Activity 2: Handwriting • Revise sounds and words previously taught	
Monday	Activity 3: Shared Reading: Pre-Read • Big Book: Xitumbelelana	
Monday	Activity 4: Writing: Plan and Draft • Tsala hi nkarhi lowu u pfuneke munghana	
Monday	Activity 5: Group Guided Reading • Groups _____ • Worksheet 8	
Tuesday	Activity 1: Phonemic Awareness & Phonics • Introduce new sounds and words: /ntl/	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences • NTL, ntl	
Tuesday	Activity 3: Shared Reading: First Read • Big Book: Xitumbelelana	
Tuesday	Activity 4: Group Guided Reading • Groups _____ • Worksheet 8	

Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: endzhaku, ehansi, kongoma, ekule na</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words: /ndz/</li> </ul>	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• NDZ, ndz</li> </ul>	
Wednesday	Activity 4:	Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Tsala hi nkarhi lowu u pfuneke munghana.</li> </ul>	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 8</li> </ul>	
Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending</li> </ul>	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: Xitumbelelana</li> </ul>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 8</li> </ul>	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: mutinyiketi, engeta, lavisisa</li> <li>• Rhyme / Song</li> <li>• Discussion of the shared reading text</li> </ul>	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Word Find</li> </ul>	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> <li>• Big Book: Xitumbelelana</li> <li>• Oral recount of the story</li> </ul>	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 8</li> </ul>	
Friday	Activity 5:	End of week review	

**Theme Reflection: KU PFUNA VANGHANA VA HINA**

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: Ku veka swikongomelo

WEEK 9		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce the Theme</li> <li>• Theme Vocabulary: xikongomelo, ku swi kota, ku humelela, humelerile</li> <li>• Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Marie wa hlayisa</li> </ul>	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Tsala nongonoko wa swikongomelo leswi u nga lavaka ku swi fikelela</li> </ul>	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 9</li> </ul>	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sounds and words /mpf/</li> </ul>	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• MPF, mpf</li> </ul>	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>• Big Book: Marie wa hlayisa</li> </ul>	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 9</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: antswisa, kungu, mphikizano</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /tlh/</li> </ul>	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> <li>• TLH, tlh</li> </ul>	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Tsala nongonoko wa swikongomelo leswi u tsakelaka ku swi fikelela</li> </ul>	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 9</li> </ul>	



Thursday	Activity 1:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>Segmenting and blending</li> </ul>	
Thursday	Activity 2:	Shared Reading: Second Read <ul style="list-style-type: none"> <li>Big Book: Marie wa hlayisa</li> </ul>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 9</li> </ul>	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> <li>Theme Vocabulary: ku hlayisa, ku titoloveta, mbuyelo</li> <li>Rhyme / Song</li> <li>Discussion of the shared reading text</li> </ul>	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>Word find</li> </ul>	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> <li>Big Book: Marie wa hlayisa</li> <li>Illustrate the text</li> </ul>	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 9</li> </ul>	
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"> <li>Introduce the Theme</li> <li>Theme Vocabulary: qhinga, ntlhari, tlhariha</li> <li>Rhyme / Song</li> </ul>	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> <li>Revise sounds and words previously taught</li> </ul>	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>Big Book: Mufana wo tlhariha</li> </ul>	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>Hlawula xikongomelo xin'we kutani u tsala leswi u nga ta xi fikelerisa swona. U nga ha hlawula eka nongonoko lowu u wu endleke vhiki leri nga hundza, kumbe u hlawula xin'wana</li> </ul>	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 10</li> </ul>	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>Revise sounds and words previously taught</li> </ul>	
Tuesday	Activity 2: Handwriting <ul style="list-style-type: none"> <li>Revise letters and words previously taught</li> </ul>	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> <li>Big Book: Mufana wo tlhariha</li> </ul>	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>Groups _____</li> <li>Worksheet 10</li> </ul>	

Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: loloha, ku tirha swinene, lulameriwa</li> <li>• Rhyme / Song</li> <li>• Creative Storytelling</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>	
Wednesday	Activity 3: Handwriting <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> <li>• Hlawula xikongomelo xin'we kutani u tsala hi leswi u nga ta xi fikelerisa swona. U nga ha hlawula eka nongonoko lowu u wu endleke vhiki leri nga hundza, kumbe u hlawula xin'wana</li> </ul>	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 10</li> </ul>	
Thursday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending</li> </ul>	
Thursday	Activity 2: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• Big Book: Mufana wo tlhariha</li> </ul>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 10</li> </ul>	
Friday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Theme Vocabulary: nhluvuko, dya ndzhaka, vutumbuluxi</li> <li>• Rhyme / Song</li> <li>• Discussion of the shared reading text</li> </ul>	
Friday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Word Find</li> </ul>	
Friday	Activity 3: Shared Reading: Post Read <ul style="list-style-type: none"> <li>• Big Book: Mufana wo tlhariha</li> <li>• Oral recount of the story</li> </ul>	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> <li>• Groups _____</li> <li>• Worksheet 10</li> </ul>	
Friday	Activity 5: End of week review	

**Theme Reflection: KU VEKA SWIKONGOMELO**

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

<b>Text</b>	<b>Group 1</b>	<b>Group 2</b>	<b>Group 3</b>	<b>Group 4</b>	<b>Group 5</b>	<b>Group 6</b>	<b>Group 7</b>	<b>Group 8</b>



# 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
<b>Listening &amp; Speaking</b>	Listens to a story with enjoyment and answers questions related to the story	Rubric Checklist
<b>Phonics</b>	Identifies letter-sound relationships of the sounds taught	Week 9-10 Monday Phonics Activity Checklist
<b>Reading</b>	Reads aloud at own level	Rubric Checklist
<b>Handwriting &amp; Writing</b>	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
<b>Date</b>														
<b>Names of learners</b>														
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					
<b>OBJECTIVE</b>	Listens to a story with enjoyment and answers questions related to the story				
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>This can be done at any time from Week 5 to Week 8</li> <li>Do this on Fridays during the Oral Activity: Discussion of Shared Reading</li> </ul>				
<b>ACTIVITY</b>	During the 'Discussion of Shared Reading Text' sit with a group and listen to the responses of each learner				
<b>RUBRIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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				
<b>OBJECTIVE</b>	<b>Reads aloud at own level</b>			
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>This can be done at any time from Week 5 to Week 8</li> <li>Do this during Group Guided Reading</li> </ul>			
<b>ACTIVITY</b>	During 'Group Guided Reading' listen to each learner in the group read independently and mark them using the rubric below			
<b>RUBRIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>VOLUME &amp; EXPRESSION</b>	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.
<b>PHRASING</b>	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.
<b>SMOOTHNESS</b>	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.
<b>PACE</b>	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.

<b>WRITING &amp; HANDWRITING RUBRIC</b>				
<b>OBJECTIVE</b>	<b>Writes legibly and fluently</b> <b>Writes at least three sentences using known sounds, sight words, capital letters and full stops</b>			
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>This can be done at any time from Week 6 to Week 8, using the Monday or Wednesday writing tasks in the lesson plans.</li> </ul>			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>Do the writing lesson as usual.</li> <li>Collect the learners' exercise books and mark the writing using the rubric that follows.</li> </ol>			
<b>RUBRIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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