

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

Contents

Curriculum Coverage Term 2	3
WEEK 1.....	4
WEEK 2.....	5
Theme Reflection: METSWALLE.....	7
WEEK 3.....	8
WEEK 4.....	9
Theme Reflection: HO LEMA	11
WEEK 5.....	12
WEEK 6.....	13
Theme Reflection: DIPHOOFOLO.....	15
WEEK 7.....	16
WEEK 8.....	17
Theme Reflection: DIPAPADI.....	19
WEEK 9.....	20
WEEK 10.....	21
Theme Reflection: DI... TSE NYANE TSE THARO	23
PROGRAMME OF ASSESSMENT	29

CURRICULUM COVERAGE TERM 2

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 1 TERM 2 WEEKS 1 & 2

Theme: Metswalle

WEEK 1		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce the Theme • Theme Vocabulary: Dintle, dihlong, nang le botho • Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> • Number writing 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Metswalle ya 'A' 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Taka setshwantsho sa motswalle eo o mo ratang. 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 1 	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /k/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • K, k 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Metswalle ya 'A' 	
Tuesday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 1 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: ho kgoptjwa, kgopisa, kgopisetse • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /d/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • D, d 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Taka setshwantsho sa motswalle wa hao. Ngola botle bo le bong bo o bo ratileng ka motswalle wa hao 	
Wednesday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 1 	

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: Metswalle ya 'A' 	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 1 	
Friday	Activity 1:	Oral Activities <ul style="list-style-type: none"> Theme Vocabulary: Mosa, pelo e mpe, tshwarela 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: Metswalle ya 'A' Oral recount from the story 	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 1 	
Friday	Activity 5:	End of week review	

WEEK 2

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> Introduce the Theme Theme Vocabulary: e sa tlwaelehang, letsa, moose Rhyme / Song 	
Monday	Activity 2: Handwriting <ul style="list-style-type: none"> Revision activity: sounds and words 	
Monday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> Big Book: Kgomo le Moose 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> Taka setshwantsho se botshang ntho e ntle eo o ka e etsetsang motswalle. 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> Groups _____ Worksheet 2 	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> Introduce new sounds and words: /t/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> T, t 	

Tuesday	Activity 3:	Shared Reading: First Read • Big Book: Kgomo le Moose	
Tuesday	Activity 4:	Group Guided Reading • Groups _____ • Worksheet 2	
Wednesday	Activity 1:	Oral Activities • Theme Vocabulary: Fulang, budutu, tlosa budutu • Rhyme / Song • Creative Storytelling	
Wednesday	Activity 2:	Phonemic Awareness & Phonics • Introduce new sounds and words: /s/	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences • S, s	
Wednesday	Activity 4:	Writing: Plan and Draft • Taka setshwantsho sa setswalle se sa tlwaelehang	
Wednesday	Activity 5:	Group Guided Reading • Groups _____ • Worksheet 2	
Thursday	Activity 1:	Phonemic Awareness & Phonics • Segmenting and blending	
Thursday	Activity 2:	Shared Reading: Second Read • Big Book: Kgomo le Moose	
Thursday	Activity 3:	Group Guided Reading • Groups _____ • Worksheet 2	
Friday	Activity 1:	Oral Activities • Theme Vocabulary: tlwaelehile, e sa tlwaelehang, ha ke kgolwe mahlo aka • 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: Kgomo le Moose • Illustrate the text	
Friday	Activity 4:	Group Guided Reading • Groups _____ • Worksheet 2	
Friday	Activity 5:	End of week review	

Theme Reflection: METSWALLE

What went well this cycle?

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

GRADE 1 TERM 2 WEEKS 3 & 4

Theme: Ho lema

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: Lema, mobu, peo • 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: Kgoho e kgubedu 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Ngola ka ntho eo o batlang ho e lema tshimong ya hao 	
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: /rr/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • Rr, rr 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Kgoho e kgubedu 	
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: Sila, baka, koro • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /h/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • H, h 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Ngola kamoo o ka thusa jwang kgoho e kgubedu ka koro. 	
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: Kgoho e kgubedu 	
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: Botswa, sebitsang ka thata, lehlomela 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: Kgoho e kgubedu Illustrate the text 	
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: Sethopo, dimatlafatsi, sejalo, jala hape 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: Khwezi o fumana seboko 	
Monday	Activity 4: Writing: Plan and Draft	
	<ul style="list-style-type: none"> Ngola ka ntho tseo o tshwanang ka tsona le dijalo. 	
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: /f/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences	
	<ul style="list-style-type: none"> F, f 	
Tuesday	Activity 3: Shared Reading: First Read	
	<ul style="list-style-type: none"> Big Book: Khwezi o fumana seboko 	
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: Jeha, ditholwana, meroho • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /p/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • P, p 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Taka setshwantsho ntho eo o ithutileng ka ho lema dijalo 	
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: Khwezi o fumana seboko 	
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: a phela, methapo, tlasa mobu • 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: Khwezi o fumana seboko • Illustrate the text 	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 4 	
Friday	Activity 5: End of week review	

Theme Reflection: HO LEMA

<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 1 TERM 2 WEEKS 5 & 6

Theme: Diphoofole

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: Tshukudu, kotsi, leshodu • 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: Mamba tse ntsho tsa Munene 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Ngola ka diphoofole tseo o ka ratang ho di bona morung 	
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: /j/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • J, j 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Mamba tse ntsho tsa Munene 	
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: Paterola, sireletsa, hlaha • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /q/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • Q, q 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Ngola ka phoofole eo o ka ratang ho e sireletsa 	
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: Mamba tse ntsho tsa Munene 	
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: e seng molaong, ho ba tsietsing, phodiso Rhyme / Song Discussion of the shared reading text 	
Friday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> Segmenting and blending 	
Friday	Activity 3: Shared Reading: Post Read	
	<ul style="list-style-type: none"> Big Book: Mamba tse ntsho tsa Munene Illustrate the text 	
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: Llama, boya, moharo, fanang 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: Hobaneng diLlama di dula hodimo 	
Monday	Activity 4: Writing: Plan and Draft	
	<ul style="list-style-type: none"> Ngola ka phoofolo e thusang setjhabeng sa heno. 	
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: /mp/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences	
	<ul style="list-style-type: none"> Mp, mp 	
Tuesday	Activity 3: Shared Reading: First Read	
	<ul style="list-style-type: none"> Big Book: Hobaneng diLlama di dula hodimo 	
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: tumelo e fosahetseng, dibaka tse phahameng, kgohlo • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /nt/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • Nt, nt 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Ngola ka ntho e bohlokwa bophelong ba hao e tswang diphooolong 	
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: Hobaneng diLlama di dula hodimo 	
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: Setjhaba, bohlokwa, bottle, bobe • 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: Hobaneng diLlama di dula hodimo • 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: DIPHOOFOLO

<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 1 TERM 2 WEEKS 7 & 8

Theme: Dipapadi

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: Ikwetlisa, motshehetsi, disebediswa • 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: Siphelo o kopana le mohale wa hae 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Ngola ka papadi eo o ratang ho e bapala 	
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 sound and words: /ng/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • Ng, ng 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Siphelo o kopana le mohale wa hae 	
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: Mohope, mampodi, bompodi • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound and words: /ny/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • Ny, ny 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Ngola ka kgalala ya dipapadi oe o e ratang 	
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: Siphelo o kopana le mohale wa hae 	
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: Rata, mohale, mokapotene 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: Siphelo o kopana le mohale wa hae Oral recount from the story 	
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: Kutsa, molawana, bokella 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: Ha re bapaleng Bhathi 	
Monday	Activity 4: Writing: Plan and Draft	
	<ul style="list-style-type: none"> Ngola ka molawana o le mong wa papadi eo o ratang ho e bapala 	
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 sound and words: /kg/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences	
	<ul style="list-style-type: none"> Kg, kg 	
Tuesday	Activity 3: Shared Reading: First Read	
	<ul style="list-style-type: none"> Big Book: Ha re bapaleng Bhathi 	
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: Qubu, tora, diha, makotikoti • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /ph/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • Ph, ph 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Taka setshwantsho sa papadi eo o ka ratang ho ithuta ho e bapala 	
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: Ha re bapaleng Bhathi 	
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: Dintlha, hlodisana, ho hlodisana • 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: Ha re bapaleng Bhathi • Illustrate the text 	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 8 	
Friday	Activity 5: End of week review	

Theme Reflection: DIPAPADI

<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 1 TERM 2 WEEKS 9 & 10

Theme: Di... tse nyane tse tharo

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: Aha, disebediswa, tsitsitseng • 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: Difariki tse tharo tse nnyane 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Ngola ka hore ke disebediswa dife tseo o karatang ho aha ntlo ka tsona. 	
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 sound and words: /ai/ 	
Tuesday	Activity 2: Handwriting: <ul style="list-style-type: none"> • Ai, ai 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Difariki tse tharo tse nnyane 	
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: Bricksditene, seretse se dubilweng, bolokehile • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revise previous sounds and words 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • Revise previous sounds and words 	
Wednesday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Ngola ka mophetwa eo o mo ratang ho tswa ho <i>Dikolobe tse nyane tse tharo</i> 	
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: Difariki tse tharo tse nnyane ... 	
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: Lelekisa, sireletsa, ho butswela 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: Difariki tse tharo tse nnyane ... Oral recount from the story 	
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: Orang-utan, kgofu, senya 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: Di-orangutans tse tharo tse nyane 	
Monday	Activity 4: Writing: Plan and Draft	
	<ul style="list-style-type: none"> Nahana ka baphetwa ba bararo ba banyane le mophetwa e moholo ya tshosang bakeng sa pale ya hao 	
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: Di-orangutans tse tharo tse nyane 	
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: Bodulo, honyela, hlwekisa • 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"> • Nahana ka matlo a baphetwa ba banyane ba bararo ba hao 	
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: Di-orangutans tse tharo tse nyane 	
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: Boloka, ho honotha, ho batla ka nkane • 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: Di-orangutans tse tharo tse nyane • Oral recount from 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: DI... TSE NYANE TSE THARO

<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>	

TRACKER FOR GROUP GUIDED READING

Please ensure that you do the following:

TERM 2 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 2 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

TERM 2 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 2 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 2 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 blends taught. 05/05/2020.*

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.
- Many of these observations will be fulfilled by implementing the assessment rubrics provided. (see below)

3. Assessment Rubrics (samples included)

- Also included in this programme are rubrics designed to assess specific skills, knowledge and competencies, that are developed in Grade 1 Term 2.
- Use these tools during the course of the term to assess learners.
- Record the learners' results in the Assessment Note Book.

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 2 HOME LANGUAGE ASSESSMENT TASK

Language component	Grade 1	Assessment Tool
Listening & Speaking	Listens to story and answers questions	Rubric Checklist
Phonics	Identifies letter-sound relationships of the sounds taught Builds words using taught phonemes	Test (see below for suggested format) Checklist
Reading	Reads aloud from own text and answers questions	Rubric Checklist
Handwriting & Writing	Writes a list and completes 1-2 sentences using a writing frame	Rubric Checklist

GRADE 1 TERM 2 SAMPLE CHECKLIST

Grade 1 Term 2 Checklist: Home Language																					
✓/x	Listening & Speaking				Phonics		Reading & Comprehension				Handwriting			Writing							
	Tells news using correct sequence	Listens to story, draws picture to show understanding	Answers open and closed questions	Describes objects in detail	Identifies main idea in story	Identifies letter-sound relationships of the sounds taught, including most single letters	Builds words using sounds learnt	Uses pictures to predict what story is about	Discusses story, identifies main idea, main characters, etc.	Reads aloud independently from own book	Uses phonics, context clues and sight / high frequency words when reading	Answers a variety of questions on text	Holds pencil correctly	Forms at least 20 lower case letters correctly	Forms some frequently used capital letters correctly	Writes words with correct spacing	Draws a picture to convey a message, and adds a caption	Writes sentences using words that contain phonic sounds taught	Contributes ideas for class story	Writes one sentence of own news	Compiles a list according to instructions
Date																					
Names of learners																					
1																					
2																					

GRADE 1 TERM 2 SAMPLE RUBRICS AND TEST FORMAT

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	Listens to and engages with a text to: <ul style="list-style-type: none"> • Identify the main idea • Answer open and closed questions • Correctly sequence events 			
IMPLEMENTATION	<ul style="list-style-type: none"> • This can be done at any time from Week 2 to Week 7 • 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 one or two of each of the following kinds of questions about the text: <ul style="list-style-type: none"> Main idea <ol style="list-style-type: none"> 1. What is the story about? 2. 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...? Details <ol style="list-style-type: none"> 3. Who..? 4. What...? 5. When...? 6. How...? Higher-order <ol style="list-style-type: none"> 7. Do you think...? Why? 8. Can you make a connection to...What? 9. If you were....what would you do? Why? Sequence <ol style="list-style-type: none"> 10. What happened at the beginning of the story? 11. What happened at the end of the story? 12. What happened after ...? 			
RUBRIC	0-1	2-3	4-5	6-7
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 justify the answer.
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 identifies all details from the story quickly, fluently and accurately.
Higher-order questions	The learner cannot correctly answer a	The learner correctly answers	The learner correctly answers	The learner correctly answers

	higher-order question about the text.	a higher-order question about the text with some support.	a higher-order question about the text, but cannot justify the answer.	a higher-order question about the text, and can justify the answer.
Sequence	The learner cannot correct sequence events from the text.	The learner can correctly sequence events from the text with some support.	The learner correctly sequences events from the text but takes some time.	The learner quickly and correctly sequences all events from the text.

PHONICS – SUGGESTED TEST FORMAT

1. Towards the end of the term, set up a test based on all the phonic sounds and words that learners have been taught in Term 2. You may also want to include a few sounds and words from the Term 1 programme.
2. Tell learners to turn to a clean page and write the heading: Phonics Test
3. Next, show learners how to fold a page in their books in half, and to number from 1-10 in the margin, and from 11 – 20 in the middle of the page.
4. Explain to learners that you are going to call the number and then a sound or word. They must write the sound or word next to the correct number.
5. If learners do not know how to write a sound or word, they must draw a little line next to the number.
6. Train learners to be silent during tests, and not to look at anyone else's work.
7. Compile a list of 10 sounds and 10 words to call.
8. At the end of the test, collect the learners' books and mark the test.
9. Convert to a rating for the composite recording sheet as follows:

Mark out of 20	Rating
0-5	1
6-7	2
8-9	3
10-11	4
12-13	5
14-15	6
16-20	7

READING AND COMPREHENSION RUBRIC				
OBJECTIVE	<ul style="list-style-type: none"> • Reads aloud from own text • Uses phonics and sight / high frequency words • Answers a variety of questions about the text 			
IMPLEMENTATION	<ul style="list-style-type: none"> • This can be done at any time from Week 6 to Week 8 • Do this during Group Guided Reading 			
ACTIVITY	During 'Group Guided Reading' listen to each learner in the group read independently. Ask each learner a few questions about the text. Mark them using the rubric below.			
RUBRIC	0-1	2-3	4-5	6-7
FLUENCY	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.
DECODING SKILLS	The learner does not attempt to read unknown words. The learner requires a lot of phonics support from the teacher to read an unknown word. The learner knows no or very few sight / high frequency words.	The learner attempts to read unknown words, but struggles. The learner tries to use phonics but needs support from the teacher. The learner knows some sight / high frequency words.	The learner uses phonics to sound out unknown words, but sometimes needs help to blend the sounds into a word. The learner knows many sight / high frequency words.	The learner uses phonics to sound out unknown words, and can usually blend the sounds into a word. The learner knows all taught sight / high frequency words.
COMPREHENSION	The learner struggles to answer a lower order question about the text. (What, when, who, etc.)	The learner answers a lower order question about the text, but cannot answer a higher order question about the text. (Why? If you were...? Do you think..?)	The learner answers a lower order question about the text. The learner answers a higher order question about the text with some support from the teacher.	The learner answers both lower and higher order questions about the text independently.

WRITING RUBRIC				
OBJECTIVE	The learner uses a writing frame to: <ul style="list-style-type: none"> • write a list • complete a sentence or sentences 			
IMPLEMENTATION	This can be done at any time during the term, using the writing tasks in the lesson plans.			
ACTIVITY	<ol style="list-style-type: none"> 1. Conduct the writing lessons as usual. 2. Collect learners' books at the end of the written lesson on Thursday. 3. Use the rubric below to mark learners' work. 			
RUBRIC	0-1	2-3	4-5	6-7
Idea	Idea is difficult to understand, or is not original – the teacher's example is copied.	Idea is understandable and original, although similar to teacher's example.	Idea is personal and original.	Idea is personal, original, and creative. Some relevant details included.
List	the format of the list is incorrect or the list is incomplete.	The format of the list is correct, but the list is incomplete.	The format of the list is correct and the list is complete. However, not all items on the list are original or relevant.	The format of the list is correct and the list is complete. All items on the list are original and relevant.
Sentence/s	The sentence is incomplete or is copied from the teacher's example.	The sentence is complete and original, but contains errors.	One correct and original sentence is written.	Two correct and original sentences are written.
Phonics knowledge	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 / high frequency words	Sight / high frequency words not spelled correctly.	A few sight / high frequency words spelled correctly.	Some sight / high frequency words spelled correctly.	Most sight / high frequency words spelled correctly.
Lower case letter formation	Fewer than 15 lower case letters are correctly formed.	Fewer than 20 lower case letters are correctly formed.	At least 20 lower case letters are correctly formed.	More than 20 lower case letters are correctly and neatly formed.
Upper case letter formation	Does not use any upper case letters, or uses one or two upper case letters but they are incorrectly formed.	Uses a few upper case letters but they are sometimes incorrectly formed.	Uses most taught upper case letters. These letters are mostly correctly formed.	Correctly forms and uses most taught upper case letters.

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 1 Term 2						
Learner	Language Components					
	Listening & Speaking	Phonics	Reading & Comprehension	Handwriting	Writing	Overall Performance
1						

Please note: This is an example. An actual composite recording sheet 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