

**HOME LANGUAGE: XITSONGA
TRACKER
&
PROGRAMME OF ASSESSMENT
GRADE 2
TERM 3 2020**

Contents

Curriculum Coverage Term 3	3
GRADE 2 TERM 3 WEEKS 1 & 2	4
WEEK 1	4
WEEK 2	5
Theme Reflection: MUGANGA	7
GRADE 2 TERM 3 WEEKS 3 & 4	8
WEEK 3	8
WEEK 4	9
Theme Reflection: MIEHLEKETO YA VUTUMBULUXI	11
GRADE 2 TERM 3 WEEKS 5 & 6	12
WEEK 5	12
WEEK 6	13
Theme Reflection: MADYELO LAMANENE	15
GRADE 2 TERM 3 WEEKS 7 & 8	16
WEEK 7	16
WEEK 8	17
Theme Reflection: KU VILELA NA KU CHAVA	19
GRADE 2 TERM 1 WEEKS 9 & 10	20
WEEK 9	20
WEEK 10	22
Theme Reflection: TINDHAWU TIN'WANA	23
Tracker for Group Guided Reading	24
Term 3 Reading Groups	25
Term 3 Group Guided Reading Tracker	27
PROGRAMME OF ASSESSMENT	29

Curriculum Coverage Term 3

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 4 .

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 3 WEEKS 1 & 2

Theme: Muganga

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: Muganga, swo chela, dlaya • 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: Supu ya maribye ya Kokwana 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Write about what you would like to do to help your community and make the world a better place. • Make a mind-map 	
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: /a/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • A, a 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Supu ya maribye ya Kokwana 	
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: Kungu, tlhariha, kokova • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /m/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • M, m 	
Wednesday	Activity 4: Writing: Draft <ul style="list-style-type: none"> • Write about what you would like to do to help your community and make the world a better place. • Use the writing framework 	

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: Supu ya maribye ya Kokwana 	
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: Hoxa xandla, hlengeleta, nkhuvo • Rhyme / Song • Discussion of the shared reading text 	
Friday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revise the sounds 	
Friday	Activity 3:	Shared Reading: Post Read <ul style="list-style-type: none"> • Big Book: Supu ya maribye ya Kokwana • Story dramatisation 	
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: Xirilo, vuxungu, thyakiso, xiyimo • 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: Mari Copeny: Nhenhakazi ya Mati 	
Monday	Activity 4: Writing: Edit <ul style="list-style-type: none"> • Write about what you would like to do to help your community and make the world a better place. • Use the editing checklist 	
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: /o/ 	
Tuesday	Activity 2:	Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • O, o 	
Tuesday	Activity 3:	Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Mari Copeny: Nhenhakazi ya Mati 	
Tuesday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 2 	
Wednesday	Activity 1:	Oral Activities <ul style="list-style-type: none"> • Theme Vocabulary: Vonelo, xivono, herisa • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /n/ 	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • N, n 	
Wednesday	Activity 4:	Writing: Publish and Present <ul style="list-style-type: none"> • Write about what you would like to do to help your community and make the world a better place. • Use the writing framework 	
Wednesday	Activity 5:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 2 	
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: Mari Copeny: Nhenhakazi ya Mati 	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 2 	

Friday	Activity 1:	<p>Oral Activities</p> <ul style="list-style-type: none"> • Theme Vocabulary: Matimba, matimba swinene, murhangeri • Rhyme / Song • Discussion of the shared reading text 	
Friday	Activity 2:	<p>Phonemic Awareness & Phonics</p> <ul style="list-style-type: none"> • Word Find 	
Friday	Activity 3:	<p>Shared Reading: Post Read</p> <ul style="list-style-type: none"> • Big Book: Mari Copeny: Nhenhakazi ya Mati • Oral or written summary of the story 	
Friday	Activity 4:	<p>Group Guided Reading</p> <ul style="list-style-type: none"> • Groups _____ • Worksheet 2 	
Friday	Activity 5:	<p>End of week review</p>	

Theme Reflection: MUGANGA

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 3 WEEKS 3 & 4

Theme: Miehleketo ya Vutumbuluxi

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: Vutumbuluxi, nyuma, antswa • 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: Zweli u endla bolo 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Write a story about a creative person. Use your imagination! • Make a mind-map 	
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: // 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • L, l 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Zweli u endla bolo 	
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: Nkutlunya, xikongomelo, tiyimisela • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /i/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • l, i 	
Wednesday	Activity 4: Writing: Draft <ul style="list-style-type: none"> • Write a story about a creative person. Use your imagination! • Use the writing framework 	
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: Zweli u endla bolo 	
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: ku yisa emahlweni, ringeta, ti toloveta • 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: Zweli u endla bolo • 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: Ntolovelo, xiletelo, vonelo • 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: Xikwembu xa ncino Lloyd 	
Monday	Activity 4: Writing: Edit <ul style="list-style-type: none"> • Write a story about a creative person. Use your imagination! • Use the editing checklist 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 4 	

Tuesday	Activity 1:	Phonemic Awareness & Phonics • Introduce new sounds and words: /b/	
Tuesday	Activity 2:	Handwriting: Write new letter(s) / words / sentences • B, b	
Tuesday	Activity 3:	Shared Reading: First Read • Big Book: Xikwembu xa ncino Lloyd	
Tuesday	Activity 4:	Group Guided Reading • Groups _____ • Worksheet 4	
Wednesday	Activity 1:	Oral Activities • Theme Vocabulary: Humelela, koka rinoko, rixaka • Rhyme / Song • Creative Storytelling	
Wednesday	Activity 2:	Phonemic Awareness & Phonics • Introduce new sounds and words: /u/	
Wednesday	Activity 3:	Handwriting: Write new letter(s) / words / sentences • U, u	
Wednesday	Activity 4:	Writing: Publish and Present • Write a story about a creative person. Use your imagination! • Use the writing framework	
Wednesday	Activity 5:	Group Guided Reading • Groups _____ • Worksheet 4	
Thursday	Activity 1:	Phonemic Awareness & Phonics • Segmenting and blending	
Thursday	Activity 2:	Shared Reading: Second Read • Big Book: Xikwembu xa ncino Lloyd	
Thursday	Activity 3:	Group Guided Reading • Groups _____ • Worksheet 4	

Friday	Activity 1:	<p>Oral Activities</p> <ul style="list-style-type: none"> • Theme Vocabulary: mutivi-nkulu, munhu wa ntokoto, ndzetelo vutivi, ndhawu yo dyondzela • Rhyme / Song • Discussion of the shared reading text 	
Friday	Activity 2:	<p>Phonemic Awareness & Phonics</p> <ul style="list-style-type: none"> • Word Find 	
Friday	Activity 3:	<p>Shared Reading: Post Read</p> <ul style="list-style-type: none"> • Big Book: Xikwembu xa ncino Lloyd • Illustrate the text 	
Friday	Activity 4:	<p>Group Guided Reading</p> <ul style="list-style-type: none"> • Groups _____ • Worksheet 4 	
Friday	Activity 5:	<p>End of week review</p>	

Theme Reflection: MIEHLEKETO YA VUTUMBULUXI

<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 3 WEEKS 5 & 6

Theme: Madyelo lamanene

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: aka miri, aki miri, leswi xurhisaka • 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: Lomusa a nge kumi machipisi 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Write about a time you tried a new food, and about a new food you will try in the future. • Make a list 	
Monday	Activity 5: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 5 	
Tuesday	Activity 1: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /d/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • D, d 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Lomusa a nge kumi machipisi 	
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: Phurotheni, misiha, kongomisa • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /e/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • E, e 	
Wednesday	Activity 4: Writing: Draft <ul style="list-style-type: none"> • Write about a time you tried a new food, and about a new food you will try in the future. • Use the writing framework 	
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: Lomusa a nge kumi machipisi 	
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: Nkhuvo, nandziha, chukele, tsokombela • 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: Lomusa a nge kumi machipisi • 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: Navetisa, xinavetiso, mfungho • 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: Ku xavisiwa matandza 	
Monday	Activity 4: Writing: Edit	
	<ul style="list-style-type: none"> • Write about a time you tried a new food, and about a new food you will try in the future. • Use the editing checklist 	
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: /c/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences	
	<ul style="list-style-type: none"> • C, c 	
Tuesday	Activity 3: Shared Reading: First Read	
	<ul style="list-style-type: none"> • Big Book: Ku xavisiwa matandza 	
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: xo tenga, nkhavisio, xinavetisi • 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: Publish and Present	
	<ul style="list-style-type: none"> • Write about a time you tried a new food, and about a new food you will try in the future. • Use the writing framework 	
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: Ku xavisiwa matandza 	
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: n'wamabindzu lontshwa, bindzu, muxavi • 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: Ku xavisiwa matandza • Oral or written summary of the story 	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 6 	
Friday	Activity 5: End of week review	

Theme Reflection: MADYELO LAMANENE

<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 3 WEEKS 7 & 8

Theme: Ku vilela na ku chava

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: Vilela, swivilelo, chava • 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: Zweli wa vilela. 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Write about a time you felt worried or afraid. • Make a list 	
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: /g/ 	
Tuesday	Activity 2: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • G, g 	
Tuesday	Activity 3: Shared Reading: First Read <ul style="list-style-type: none"> • Big Book: Zweli wa vilela. 	
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: Khongotela, tshemba, swi twile • Rhyme / Song • Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sounds and words: /s/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences <ul style="list-style-type: none"> • S, s 	
Wednesday	Activity 4: Writing: Draft <ul style="list-style-type: none"> • Write about a time you felt worried or afraid. • Use the writing framework 	
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: Zweli wa vilela. 	
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: Ku hola, hlometela, vumbuluka na ku hundzuluka 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: Zweli wa vilela. Illustrate the text 	
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: Xipfala nghohe, xitsongwatsongwana, ntungu 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: Xipfala nghohe xa Khanani lexintshwa 	
Monday	Activity 4: Writing: Edit	
	<ul style="list-style-type: none"> Write about a time you felt worried or afraid. Use the editing checklist 	
Monday	Activity 5: Group Guided Reading	
	<ul style="list-style-type: none"> Groups _____ Worksheet 8 	

Tuesday	Activity 1: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> Introduce new sound 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: Xipfala nghohe xa Khanani lexintshwa 	
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: swo basisa swandla, fufutela, lemuka, sirhelela Rhyme / Song Creative Storytelling 	
Wednesday	Activity 2: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> Introduce new sound and words: /t/ 	
Wednesday	Activity 3: Handwriting: Write new letter(s) / words / sentences:	
	<ul style="list-style-type: none"> T, t 	
Wednesday	Activity 4: Writing: Publish and Present	
	<ul style="list-style-type: none"> Write about a time you felt worried or afraid. Use the writing framework 	
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: Xipfala nghohe xa Khanani lexintshwa 	
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: Xidukwana, mpfhuka, lemuka • 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: Xipfala nghohe xa Khanani lexintshwa • Oral or written summary 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: KU VILELA NA KU CHAVA

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: Tindhawu tin'wana

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: Tiko, rendzo, endzela, posikarata • 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: Tiholideyi ta xixika 	
Monday	Activity 4: Writing: Plan and Draft <ul style="list-style-type: none"> • Pretend you are visiting a faraway place. Write a postcard to someone you love telling them all about it. Use your imagination! • Make a list 	
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 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: Tiholideyi ta xixika 	
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: Masiku yo wisa, boboma, ribuwa, lwandlenkulu • 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 letters and words previously taught 	
Wednesday	Activity 4:	Writing: Draft <ul style="list-style-type: none"> • Pretend you are visiting a faraway place. Write a postcard to someone you love telling them all about it. Use your imagination! • Use the writing framework 	
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: Tiholideyi ta xixika 	
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: Vonzoka, navela ekaya, durha • • 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: Tiholideyi ta xixika • Oral or written summary of 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: Mianakanyo, khale, Xihlamariso • 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: Maendzo ya Mashudu 	
Monday	Activity 4: Writing: Edit <ul style="list-style-type: none"> • Pretend you are visiting a faraway place. Write a postcard to someone you love telling them all about it. Use your imagination! • Use the editing checklist 	
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: Maendzo ya Mashudu 	
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: Nhlamuselo, hlavutela, saseka ngopfu • 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 letters and words previously taught 	
Wednesday	Activity 4: Writing: Publish and Present <ul style="list-style-type: none"> • Pretend you are visiting a faraway place. Write a postcard to someone you love telling them all about it. Use your imagination! • Use the writing framework 	
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: Maendzo ya Mashudu 	
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: Hosi, nala, vatlangi va ntlangu wa ku lwa • 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: Maendzo ya Mashudu • Illustrate the text 	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> • Groups _____ • Worksheet 10 	
Friday	Activity 5:	End of week review	

Theme Reflection: TINDHAWU TIN'WANA

<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 3 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 3 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

TERM 3 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 3 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 3 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: *Happy, well-adjusted child. Good parental support. No developmental problems. 22/01/2020.*
- 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: *Has mastered all phonemes taught in Term 3 and is decoding unknown words quickly and effectively. 05/06/2020.*

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 2 Term 3.
- Use these tools during the course of the term to assess learners.
- Record the learners' results in the Assessment Note Book.

4. Term 3 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 3 HOME LANGUAGE ASSESSMENT TASK

Language component	Grade 2	Assessment Tool
Listening & Speaking	Listens to and engages with text	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 paragraph of at least 5 sentences using a writing frame	Rubric Checklist

GRADE 2 TERM 3 SAMPLE CHECKLIST

Grade 2 Term 3 Checklist: Home Language																							
✓/x	Listening & Speaking					Phonics		Reading & Comprehension					H-Writing		Writing								
	Tells news without repetition	Expresses feelings about text	Identifies main idea, details and sequence of story	Answers open and closed questions and gives reasons for answers	Participates in discussion and asks questions for clarity	Recognises and reads all sounds taught, including blends	Build words using sounds taught	Reads book with teacher, discusses text, including cause and effect	Reads with increasing fluency and expression	Answers higher order questions	Gives an opinion on text	Reads aloud independently from own book	Uses phonics, syllables and sight / high frequency words when reading	Writes all lower and upper case letters in print correctly	Copies or writes 3-4 lines of text correctly	Writes expressive text, e.g. thank you card or letter	Writes story of 1 paragraph (5 lines) using writing frame	Uses taught punctuation correctly	Writes 1 paragraph (5 lines) of personal experience	Uses the writing process	Begins to spell words correctly	Uses present and past tense correctly	Reads own writing to partner
Date																							
Names of learners																							
1																							
2																							

GRADE 2 TERM 3 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 • Express feelings about the text 			
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 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 3. Who..? 4. What...? 5. When...? 6. How...? Higher-order 7. Do you think...? Why? 8. Can you make a connection to...What? 9. If you were....what would you do? Why? Sequence 10. What happened at the beginning of the story? 11. What happened at the end of the story? 12. What happened after ...? Express feelings 13. How did it make you feel when...? Why? 14. Did you like it when...? Why or why not? 			
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 higher-order question about the text.	The learner correctly answers a higher-order question about the text with some support.	The learner correctly answers a higher-order question about the text, but cannot justify the answer.	The learner correctly answers a higher-order question about the text, and can 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.
Feelings	The learner struggled to express a feeling, or the feeling was not relevant to the text.	The learner expressed a reasonable feeling, but could not give reasons for that feeling.	The learner expressed a reasonable feeling and justified the feeling adequately.	The learner expressed a reasonable and original feeling and justified the feeling clearly.

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 3. 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 • Reads with increasing expression and fluency • Uses phonics, syllabification 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
EXPRESSION	The learner reads in a stilted monotone, with no expression.	The learner reads in a fairly monotonous voice, with little expression.	The learner reads most of the text with some expression, only falling into a monotone from time to time.	The learner reads the entire text with suitable expression.
FLUENCY	The learner frequently hesitates while reading, sounds out words, and repeats words or phrases.	The learner reads with extended pauses or hesitations. The learner has 'rough spots' that are difficult to get through.	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 requires a lot of phonics support from the teacher to read an unknown word. The learner knows very few sight / high frequency words.	The learner tries to use phonics to read unknown words but needs support from the teacher. The learner knows some sight / high frequency words.	The learner uses phonics and syllabification to sound out unknown words, but occasionally needs help to blend the sounds into a word. The learner knows many sight / high frequency words.	The learner uses phonics and syllabification 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 AND HANDWRITING RUBRIC				
OBJECTIVE	<p>The learner uses a writing frame and the writing process to:</p> <ul style="list-style-type: none"> • write a paragraph of at least 5 lines <p>the learner uses:</p> <ul style="list-style-type: none"> • correct punctuation • phonics knowledge and spelling rules • the correct form of tense 			
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.
Paragraph	The paragraph has less than 3 sentences or is copied from the teacher's example.	The paragraph has 3-4 sentences and is original, but contains many errors.	The paragraph has 3-4 sentences and is original, and is mostly correct.	The paragraph has 5 or more sentences and is original, and is mostly correct.
Punctuation	The learner struggles to use capital letters and full stops consistently and correctly.	The learner uses capital letters and full stops correctly, but struggles with other punctuation.	The learner uses all taught punctuation adequately, although occasional mistakes do occur.	The learner uses all taught punctuation correctly and seldom makes mistakes.
Phonics and spelling knowledge	Uses beginning and / or end sounds to represent words.	Uses familiar words or repeats words. Writes some words phonetically.	Uses phonics knowledge and spelling rules effectively to write simple unknown words.	Uses phonics knowledge and spelling rules effectively to write more complex unknown words.
Tense	The learner is confused about the tense and makes many mistakes.	The learner understands which tense is to be used, but still makes a few mistakes related to tense.	The learner understands the concept of tense, and mostly uses tense consistently.	The learner clearly understands the concept of tense, and uses tense correctly and consistently.
Letter formation	The learner still makes many mistakes when forming lower and upper case print letters.	The learner still makes some mistakes when forming lower and upper case print letters.	The learner can form all lower and upper case print letters correctly.	The learner can form all lower and upper case print letters correctly and neatly.

Handwriting speed and accuracy	The learner writes slowly and laboriously, and makes many errors when coping.	The learner writes at an acceptable pace, but still makes a number of errors when copying.	The learner writes at a good pace. The learner occasionally makes mistakes when copying.	The learner writes neatly at a good pace and hardly ever makes a mistake when copying.
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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 3						
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